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List of abbreviations

BA	Bachelor's degree
CELTA	Certificate in English Language Teaching to Adults
CD	Compact disc
CV	Curriculum Vitae
COTE	Certificate for Overseas Teachers of English
DELTA	Diploma in English Language Teaching to Adults
DVD	High-density optical disc
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as Medium of Instruction
GCC	Gulf Cooperation Council (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates)
GDP	Gross Domestic Product
LA	Latin America
MA/MEd	Master's degree
ME	Middle East
MEXTESOL	TESOL organisation in Mexico
MoE	Ministry of Education
MSA	Modern Standard Arabic
NS	Native speaker
NNS	Non-native speaker
PD	Professional development
PhD	Doctoral degree
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TESL	Teaching English as a Second Language
TOEFL	Test Of English as a Foreign Language
UAE	United Arab Emirates (consisting of seven separate Emirates)

Abstract

Internationally, English is frequently a mandatory subject for children in schools and universities, and learners often start their lessons at primary level. From the early days of English language teaching there have been continuous challenges and changes, as the practice adapts to altering circumstances (Willis and Willis, 1996). The current challenge, as bilingual policies begin to be applied to growing populations, is to find and recruit sufficient language teachers to provide children and students with the exposure to English that they need in order to operate effectively in a global environment. This research not only links with earlier projects that have investigated change in English language teaching (Tribble, 2012), but should also inform countries and organisations experiencing similar challenges to those in Latin America and the Middle East.

In this funded project, the recruitment, education and retention of English language teachers in the public sector in Latin American (LA) and the Middle East (ME) have been investigated by means of six national case studies. These two geographic areas appear to be significantly different, both demographically and in terms of the money governments have available to pay teaching staff in schools and universities. It was therefore considered informative to investigate the significance of many of the possible aspects of recruitment, professional development and retention, their impact on the teachers employed, and the commonalities and differences prevalent in their teaching situations. So, although this study fits within the remit of teacher education and training, it also links closely to the social, economic and political aspects of English, education and language teaching.

Concurrent research was carried out among teachers at all levels of English language education in Mexico, Colombia and Brazil in Latin America, and in the UAE, Kuwait and the four other Gulf Co-operation Council (GCC) in the Middle East: Bahrain, Oman, Qatar and Saudi Arabia. Teachers and supervisors/managers provided data in English, Spanish and Portuguese in order to establish how English language teachers were recruited, trained and retained at primary, secondary and tertiary levels in the participant countries. Each researcher involved was responsible for a particular country or area, and data was collected via a SurveyMonkey questionnaire, which gathered almost 900 responses. Semi-structured interviews were also carried out with English language teachers and supervisors in all research countries, which aimed to contact approximately ten per cent of the respondent volunteers.

Results indicate that, despite differences in context and the numbers of native- and non-native-speaking ELT professionals in participating countries, there are more commonalities than differences in the recruitment, in-service training and retention of teachers in LA and the ME. The most significant differences seemed to occur in the areas of salaries offered and the job security provided by employers. However, the majority of participants in both regions agreed that greater recognition of ELT is needed by governments and official bodies.

1

Introduction

This study compares processes of recruitment, education and retention of English language teachers in the public sector in Latin American (LA) and the Middle East (ME) by means of six national case studies. The growing demand for English language teaching (ELT) in many parts of the world is creating strong pressure on governments and markets to respond to the increasing number of learners (Boix et al, 2011; Wedell, 2009). Many pupils internationally start their English language education at primary school, with learners' weekly hours of exposure being increased as they enter secondary schools. Many of these students may ultimately elect, or be encouraged, to study at English-medium universities, especially in those countries where the internationalisation of higher education is most evident. This scenario suggests that increasing numbers of teachers will be required to teach students to operate in a world where English is becoming the global lingua franca (Graddol, 2006; Gimenez, 2009), thus resulting in a potential deficit that urgently needs to be addressed.

It is not only the quantity of teachers that is a problem, but also the quality of teaching offered. Many countries have formal ELT policies that are carefully adhered to, while others either do not have such a recognised structure, or have one that is flexible and can be altered according to academic, political and social forces. As a result, a great deal of variability exists in terms of the provision of teachers required to fulfil these demands (Barduhn and Johnson, 2009). Additionally, even when it is possible to prepare teachers according to established goals and objectives, the percentage of retention in schools and universities may still be low. Thus, the problem seems to have travelled full circle and the deficit issue remains to be solved.

Plenty of teacher research has already been carried out in language classrooms internationally (Andreson and Montero-Sieburth, 1998; Bailey and Nunan, 1996; British Council, 2015B; Coombe and Barlow, 2007), but there is a great deal more that can be done, especially in terms of the way that teachers are recruited, professionally developed and retained. Related research projects of this nature carried out in the past have tended to focus on one particular element of ELT, such as an early international large-scale investigation into teacher effectiveness (Avalos and Haddad, 1979); however, technology now allows us to expand the scope of such studies, so the current project brings together several research areas. This joint research project should therefore provide insights into the factors that impact English language provision by the state, and also in the private sector, in countries where there is some blending between the two.

As can be seen in Table 1, the countries and regions chosen for this study have significant differences in terms of their annual gross domestic product per capita (GDP), which could potentially have a considerable impact on the way in which education is managed. By providing a comparison between countries in LA and the ME, it is hoped to gain an understanding of how globalisation and the need for English language teachers is impacting different parts of the world. This seems to be a vital consideration, both in terms of the future employability of English language teachers and the welfare of the learners, so an exploration and analysis of the current situation should certainly inform that debate. However, as national policies are often imposed on the users 'for political and social reasons, without attention being paid to the needs and wishes of those affected by the policy and those expected to carry it out' (Shohamy, 2006: 143), the applicability of this statement will be carefully considered.

The overall purpose of this comparative study has been to discover the commonalities and differences between research countries and establish what can be learned in terms of future ELT education, recruitment and retention. The project has investigated the way that English language teachers have been educated, recruited and retained at school and university level in six countries/areas, from two geographically and demographically different regions of the world: two ME countries and one area (Kuwait, the UAE and the other four countries of the GCC), comparing them with three countries in LA (Brazil, Colombia and

Mexico). The methodological approach has combined both quantitative and qualitative data, researching (a) English language teachers working in schools and (b) English language teachers working in English-medium universities, by including questionnaires and interviews with both teachers and supervisors/managers. The overall purpose has been to discover the commonalities and differences between these countries and establish what can be learned in terms of future ELT recruitment, professional development and retention, both in these regions and internationally.

Each country has a different perspective on the way that they plan to deal with the need for increasing numbers of English language teachers and is dealing with the problems of teacher education, recruitment and retention in its own way. Theoretically this might be easier in the countries with the larger budgets (the ME), which are able to pay higher salaries and attract native-speaking English teachers (NS) with extensive benefit packages. However, countries with smaller funds available (LA) are more likely to rely on their own nationals. In these countries, non-native speaking (NNS) English teachers predominate (Moussu and Llurda, 2008) and need to be trained from the existing pool of human resources. Therefore, an important reason for the choice of these two demographic areas was the variation in GDP per capita, as illustrated by the comparative figures provided by the World Bank in Table 1 below.

Table 1: Figures for Annual GDP per capita in US$ (World Bank, n.d.)

Country	Annual GDP 2009	Annual GDP 2012	Annual GDP 2014
Kuwait	84,425	85,660	43,593
Qatar	121,186	137,624	96,732
United Arab Emirates	59,812	58,042	43,962
Brazil	12,767	14,551	11,384
Colombia	10,208	11,892	7,903
Mexico	13,954	16,426	10,325
Germany	35,961	42,700	47,821
UK	34,851	35,722	46,332
USA	46,999	51,749	54,629

In terms of the figures provided in Table 1, Kuwait, Qatar and the UAE (all are GCC members) were arguably three of the richest countries in the world in 2012, with Qatar having the highest GDP of all (World Bank, n.d.). Each country has a specific policy in terms of the place of English in society and its ability, or desire, to attract NS teachers, because, as Chapman and Miric (2009) claim, although dramatic growth has occurred in the countries of the ME, student achievement has not experienced a comparative rise. In contrast, the LA countries appear to have considerably lower GDPs per capita, suggesting that the available budget to pay ELT professionals is smaller. However, LA countries do have a stated interest in English language teaching (Basurto-Santos, 2010; Gimenez, 2009; Gonzáles, 2009) and this has become more evident as Brazil, Mexico and Colombia are part of the new emerging market economies. It is therefore both relevant and useful to compare the regional countries of LA and the ME, not only with each other, but also with the other region, which is the basis for this research. The figures for Germany, the UK and the USA have also been included in Table 1 as a point of reference, and, although the situation has changed slightly over the last three years, the countries of LA and the ME still seem to retain relatively similar positions in the table. Countries at the bottom of the GDP scale, such as Burundi (which had a GDP of US$700 in 2012) are possibly less likely to have a university structure that facilitates the collection of relevant data, although it would certainly be important to investigate countries in less wealthy regions in future studies.

1.1 Research questions

As a result of the need to gather information about the existing ELT context in LA and the ME, the following research questions were adopted, covering recruitment, in-service teacher education and retention at school and tertiary levels. However, it should be noted that some (Question 4) may be country specific.

In terms of recruitment:

1. What qualifications are required of English language teachers at primary/secondary/tertiary levels?

2. What qualifications do English language teachers at primary/secondary/tertiary levels have?

3. What proportion of English teachers are NNS and what proportion are NS?

In terms of in-service teacher education:

4. What kind of English language, in-service teacher education programmes are available? How are they characterised?

5. How much in-service training do teachers receive?

In terms of retention:

6. What are the teachers' expectations when they begin work and are these expectations realised?

7. What do teachers enjoy most about the job and what do they like least?

2

Literature review

The basis of this study is the assumption that it is the aim of all countries involved to employ good/effective teachers (Kyriacou, 2009; Moore, 2004; Tsui, 2003) taught via reputable training programmes (Byram and Parminter, 2012), and so the purpose of this research has been to establish whether or not they are achieving this goal. The nature of the study and the fact that it has been data driven means that, from the outset, it has encompassed a broad range of potential areas, and, being fundamentally experimental in nature, it was difficult to predict initially which related theories would become predominant. However, it is anticipated that much of the data gathered, although TESOL related, will also have resonance in mainstream education, informing the relevant conceptual framework.

Both LA and the ME have experienced a growing demand for English language teaching as a result of national agendas for educational changes, which aim to achieve competitiveness in the globalised world (Graddol, 2006). New language education policies have been proposed for almost all countries involved in the research; Hamel (2013) analyses this spread of English as a change from the former limited plurilingualism to a generalised tendency to have English only as the main foreign language taught in the school system. Mexico and Colombia, for example, have introduced the mandatory teaching of English in elementary education; some years ago English was taught only in secondary and tertiary education. In the ME most countries have been teaching English from primary level for several decades, although there are still concerns about inconsistencies and the level of understanding that students gain during the process (Garton et al., 2011).

2.1 English language teacher profiles

The research has aimed to establish information about the participating teachers in several key areas. In order to discover their pedagogic background, each respondent was asked to provide profile details in order to establish how they viewed themselves, as factually as possible, in terms of personal experience and the reasons why they were at a particular stage in career progression, particularly if they were working in the public sector. Issues such as teachers' perceptions of themselves as bilinguals (Flores, 2001) and the impact that this has on their identity (Varghese et al., 2005) and teaching practice have been considered, as well as the way in which they view their own ability to speak English. This also links closely with the NS/NNS English teacher debate (Braine, 1999; Medgyes, 1992) and which type of teacher is considered, by those creating national policies, to be the most appropriate for context. English language teacher qualifications have also been addressed, as they were felt to be significant in terms of individual choices made, although Freeman argues that 'it makes sense that teachers must be able to communicate what they know about their work to those who are learning it. A critical role of new teacher education designs will be to make that happen, through well-crafted mentoring programmes and similar social arrangements that connect new and experienced teachers' (2002: 11). This suggests that a craft model might be equally appropriate, which is indeed what seems to be happening in some places.

2.2 Recruitment

This section of the survey related directly to recruitment policies in the countries involved in the research, along with their perceived needs in terms of the ideally trained English language teacher (Tsui, 2003). Policy documents of this nature do exist, such as the UAE vision for 2030, Bilingual Colombia for 2019, and the national programme *English for All* in Mexico. However, it is very difficult to accurately identify some government education strategies, particularly in the Middle East, where policies can alter on an annual basis. A good example of this would be the 2010 edict in some Emirates of the UAE that all future English language teaching at tertiary level should be carried out using tablet computers, which were issued to all students at federal institutions in 2013 (Donaghue, 2015). Since its introduction, this policy has been revised and refined, but the teachers who were in post when the policies started had to be retrained in order to be able to work within the revised remit of their teaching methodology. There seems to be a clear link here between the expectations that countries have of English teachers and the teachers' English proficiency (Butler, 2004), as well as the extent to which this impacts on their teaching. In the ME there is also the added dimension regarding whether or not teachers recruited are NS or NNS, which has a strong impact on qualifications and training (Benke and Medgyes, 2005).

2.3 Teacher in-service education and professional development (PD)

The English language in-service teacher education received by participants is a fundamental part of this study, as it affects the methodologies that they adopt in the classroom, the way in which they are supported and their continuing PD as teachers (Edge, 2002). Many key texts have been written about language teacher education methodology over the years, both in mainstream education and TESOL specific (Crookes, 2003; Harmer, 2001; Richards and Nunan, 1990; Scrivener, 2013; Ur, 1996) and it was important to establish what types of in-service education were available to teachers participating in this research, as this may have a significant impact on their length of tenure in the profession. For similar reasons it was also extremely important to investigate the PD that they had been offered, how this linked to their teaching context and the way they were evaluated (Montgomery, 1999), as well as their feelings about the job as a whole: PD and in-service training have sometimes been used interchangeably in the text. In terms of NNS English teachers, Eslami et al. (2010) write about the fact that many English language teaching courses in NS countries address methodology rather than gaining proficiency in the language itself, making the importance of this form of training relevant to those working in an NNS context, and this is covered in the questionnaire.

It seems that in some countries PD is a key part of ELT daily life, while in others it features rarely, often requiring the individuals themselves to pay to attend a local or international conference. There are key studies where this has been addressed, such as the British Council's book on continuing ELT PD in the UK (2012) and Bolitho and Padwad's review of practices in India (2013), as it is an important issue (Mann, 2005) which needs to be considered in terms of teacher expertise and retention. PD is also frequently linked to teacher appraisal, and evidence suggests that methods of evaluation can have a considerable impact on teachers (Howard, 2008). It was therefore interesting to discover how significant this was for teachers and supervisors taking part in the study.

2.4 Teacher retention

Finally, the research investigates what participant teachers liked and disliked about their jobs, as this should have a significant bearing on the way they approach their work and associated tasks, as well as the length of time they spend in the profession. Teacher expectations are generally linked to knowledge and beliefs about teaching and these have been explored by a number of studies (Borg, 2003; Johnson, 1994). However, although the aim of most individuals might be considered to be that of being a good/effective teacher (Moore, 2004) there is always the danger that disillusionment might set in, which can, in some cases, have a clear relationship with the stages of a teaching career and an individual's ability to deal with the associated frustrations (Senior, 2006). This section of the questionnaire was data led and provides key insights into teacher perceptions on a national and international basis.

3

Research design

The study consisted of a fundamentally qualitative questionnaire, delivered in electronic format, and semi-structured interviews with school teachers and supervisors in Brazil, Colombia, Mexico, Kuwait, the UAE and remaining GCC countries. The initial aim was to focus on public rather than private teachers, as this was the largest group, and anecdotal evidence suggested that they encountered most challenges. However, after piloting it seemed that in some countries there was overlap between those working in public and private sectors, and therefore it might be necessary to encompass both. The questionnaires and interviews covered the same key areas: participant profiles, English language teacher recruitment, in-service teacher education/PD and teachers' feelings and opinions about their work.

3.1 Research background

3.1.1 Latin America

In the LA countries, the ELT situation has commonalities and differences (Farias et al., 2008). For example, in Brazil English is not officially a compulsory language in state schools, but is a de facto subject in the curriculum, starting from grade 5. There are no specific policies giving status to the English language and Spanish is the only compulsory language in high schools. In the last two decades the government has issued guidelines for the teaching of foreign languages and created specific programmes to enhance the partnerships between schools and universities in order to improve language teacher education (both pre-service and in-service). Brazilian teachers are NNS with undergraduate degrees from universities, although many continue their education in postgraduate programmes. There have been few initiatives to introduce English-medium subjects in universities as part of the 'internationalisation' of higher education and, in general, English is not a basic requirement for most of the degrees. In the private sector, however, there are some differences. Many so-called bilingual schools have been established and the English language is gaining ground among primary schools, to the satisfaction of anxious parents who do not want their children to miss opportunities in the 'global world'. So far there have been no studies about the recruitment and retention of the teachers working in such contexts.

In Colombia, English has been a mandatory subject since 1994 and is taught both in elementary and high schools (Ministerio de Educación Nacional, 2005; 2006). The country has proposed targets for the level of proficiency to be achieved by students and teachers, resulting in an increase in the number of teachers required in order to teach the rising numbers of students (González, 2007). This, in turn, has resulted in an extensive assessment of English teachers' proficiency and a plethora of qualifications teachers must achieve, often at their own expense, in order to be considered effective in the classroom (González, 2009). The Colombian aim of bilingualism has made ELT a profitable business for educational agencies and publishers (Usma, 2009), but it would be necessary to establish how effective this has been in terms of the teachers and what they feel that they need in order to move forward. One way to establish this has been via an exploration of their professional needs in comparison to the training they receive, with the aim of identifying areas where there is a mismatch.

In Mexico, the teaching of English in a national context is only compulsory in secondary schools. However, during the last few years significant efforts have been made to include the subject of English language in elementary schools, and, furthermore, the compulsory teaching and learning of EFL at all stages of education from primary to university level can be found in most states of the Mexican Republic. Although it is evident that Mexican society considers the learning of EFL as an 'added value' in education, research is needed to inform all concerned in order to design appropriate syllabi. It is also important to identify what qualifications EFL teachers need to possess to cover all aspects of teaching, a process that would help improve EFL teaching and learning, which, to date, has been generally unsuccessful in the public sector (Baldauf and Kaplan, 2007; Basurto-Santos, 2010).

To summarise, in LA each country seems to have its own policies, priorities and requirements in terms of ELT, and research is needed in order to establish whether or not the NNS teachers in these countries are being treated in a way that motivates them to stay within the profession.

3.1.2 The Middle East

From an initial standpoint, the problems experienced in the ME and LA appear to have commonalities, as in both regions English language education can start at primary level. However, in the ME there is a belief that NS English teachers are most effective and policies tend to favour instruction through a medium of English (EMI), so use of students' first language (usually Arabic) is generally banned in language classrooms. ME countries tend to require above-average qualifications for any ELT post and teachers employed in tertiary education must have an MA/MEd TESOL or a similar qualification. PhDs are not unusual, although they are not necessarily suitable for teaching English, while there are also qualifications used for recruitment that have been gained without any actual teaching experience. This means that universities operating in the region are in a position to generate considerable income from those teachers who need to upgrade and obtain a postgraduate qualification in order to teach in the tertiary field. At present there seems to be a reasonable supply of such teachers, but the environment in which they work, which for many can include a restriction on 'western' values, means that there can be a high turnover of teaching staff. Anecdotal evidence suggests that this could be linked to the fact that different teaching styles are exemplified by the differing nationalities of supervisors and teachers, both NS and NNS, but staff are also subject to current national educational policy, which can alter from year to year. Teachers, particularly in the school sector, can relocate to the ME and decide that this is not the life for them for a variety of reasons (Boyd et al., 2005), or alternatively they may be attracted by the many opportunities to socialise in an affluent environment, which has a subsequent impact on their attendance. Therefore, although the salaries offered in schools are high in order to attract NS teachers and often carry a range of benefits, current demand means that many are being employed without practical English teaching experience, while teachers' perceptions of the job mean that they often stay for only a short while before moving on. The debate continues as to whether or not public schools can attract better teachers with higher salaries (Figlio, 2002), but there also seems to be a high turnover of NNS national teachers who have been specifically educated in the ELT field, suggesting that there may be fundamental issues at the level of training and recruitment. For the ME, therefore, it seems important for this research to establish whether or not this apparent preference for NS teachers is providing the required stability in terms of ELT retention and recruitment.

3.2 Survey design and analysis

A process of qualitative, mixed-method research (Creswell and Plano Clark, 2007) has been employed among a sample of English language teachers and supervisors/managers, with each country being viewed as one case study. For each, a university researcher has been involved at every stage of the study and responsible for the data collected, which has provided continuity throughout. National policy documents were initially used to frame the project and researchers have needed to work both together and individually in order to establish what could provide a representative sample in their context, while taking into account possible restrictions in terms of access and gatekeeping.

The most important part of this study was the research design, which was challenging, bearing in mind that the six researchers were thousands of miles apart. In order to minimise variables, triangulate data and ensure that all researchers were doing the same thing at the same time and in the same way, a number of regular meetings were arranged, face to face and via Skype, and these continued throughout the data collection process. These meetings were held in English, and, bearing in mind the considerable time difference between LA and the ME, the focus was on regional groups with the lead researcher providing continuity by attending each one-hour session. Additionally, being larger and recognising the importance of such a study in terms of university involvement from the outset, the LA countries were also able to incorporate the services of one or more research assistants throughout the study process.

The fact that the funding source of the research was not identified eliminated respondent bias, but also meant that research instruments and sampling methodology had to be carefully chosen. This was challenging (Emmel, 2013), as the researchers were aware that personal perceptions of the topics to be investigated were likely to influence study choices. The aim was therefore to carry out a realistic investigation of teachers and contexts, while maintaining awareness that the people and places researched are constantly changing and that data collected only relates to a particular context at a particular time. As the research did not aim to verify a theory, but rather gather information about the current situation in LA and the ME, theoretical sampling was used to develop emergent theory. In order to do this, the sampling methods chosen tended to be convenience, opportunist or snowball (Richards, 2003): invitations to participate were spread via word of mouth and mailing lists, rather than via official channels where participants might have felt pressured to respond in a certain way.

Overall, this meant that the number of respondents was reduced, but those that took part in the data collection seemed generally motivated to do so, although not every participant chose to answer every question that they were asked.

3.2.1 Questionnaire

The first instrument to be applied in the research was a questionnaire, as a tool was required that could be accessed by as many teachers in the chosen regions and locations as possible, and, in order to do this, the use of the Internet was essential. In the initial planning stage it had been hoped that we might also be able to incorporate hard copies, but the logistical problems in terms of distribution and access across countries and regions were too great. Therefore, with reference to prior research experience, it was decided to use SurveyMonkey to collect detailed information about the respondents' profiles and opinions, providing the following facilities that the study required:

- unlimited questions
- unlimited responses
- the use of several surveys at the same time (English, Spanish and Portuguese)
- cross-tabs and filters
- the ability to export data and reports
- representations of statistical significance
- data analysis for individual countries
- text and visual representations for individual questions
- randomisation.

The lead researcher/administrator maintained consistent access to the data files, but was also able to provide relevant data to the research participants when required.

During a number of research meetings a 13-page online questionnaire consisting of 52 questions was developed to distribute to elementary, high school and tertiary teachers in the research countries (Appendix A). Initially, this was compiled in English, with the aim of making the text directly translatable into Spanish (for Colombia and Mexico) and Portuguese (for Brazil). It was decided not to make an Arabic translation because (a) the majority of teachers to be surveyed were believed to be English NS and (b) Arabic is diglossic, and the use of Modern Standard Arabic (MSA) across the ME region is not widespread. The survey was thus designed so that teachers at all levels could understand the questions, and also piloted in all countries involved to get as much feedback as possible before the final version was posted online. Those teachers interested in

providing additional input to the study were asked, in question 52, to identify themselves to the researchers with the aim of providing email contact details for teacher and supervisor interviews.

Question formats incorporated a variety of answers (yes/no, multiple choice, descriptive) and were grouped into four areas: individual profiles, the way in which teachers had been recruited in their country, in-service professional development opportunities available, and the things they liked and/or disliked about the English language teaching profession. The survey was available online in three identical formats (English, Spanish and Portuguese) from 2 December 2014 until 31 March 2015, thus limiting variables as much as possible.

3.2.2 Semi-structured interviews

In terms of purposive sampling, those respondents who answered question 52 of the questionnaire by indicating interest in participating in a follow-up interview were contacted in order to continue the study. Time and contextual factors meant that some volunteers were no longer available by the time the semi-structured interviews began, while cost considerations dictated that only some were interviewed in person, whereas others used Skype. In the ME some participants requested that they were provided with written questions so that they could respond in this way. However, in every case the leading interview questions were the same.

The aim of the interviews was to provide a clearer understanding of individuals and their work situation, while providing greater depth of analysis. The interview questions were developed once the questionnaire had been completed, with the aim of guiding the interaction and providing the key areas to cover; the format was decided and piloted during April and May 2015, via several international meetings. Interviews were designed for two groups of people: firstly, those teachers who had volunteered when completing the questionnaire (Appendix B), and secondly, ELT supervisors working in individual countries (Appendix C). This second group was slightly more difficult to access, so convenience sampling tended to predominate. Teacher interviews asked participants to discuss and evaluate their own experiences and comment on the way in which they were affected by their own environment and national policy. Supervisor/manager interviews followed a similar format and participants were asked their perception of the situation in relation to English language teacher training, recruitment and retention in their own organisation.

3.2.3 Data analysis

The evaluative features of SurveyMonkey were essential in order to analyse the questionnaire both qualitatively and quantitatively, providing a statistical basis for the subsequent discussion. Microsoft Excel has also been used extensively to provide visual representations of quantitative responses, while qualitative responses have been supplemented by relevant extracts from transcribed teacher and supervisor interviews. The results from individual countries have been compared with one another and also those in the other group, in order to identify commonalities and differences. The validity and reliability of the study are supported by the fact that identical research has been carried out in two different geographical areas (the ME and LA), while variables have been reduced by including three countries/regions in each of these areas for comparison.

3.2.4 Ethical considerations in the research

Such considerations are very important in research of this nature, and, in terms of the questionnaire, it was considered that by responding to the questions participants had given their consent for their data to be included in the report. Questionnaire respondents were asked to volunteer to be included in the interview stage, and each oral participant completed and signed a consent form. All data has been stored securely.

4

Research findings

The completed online surveys returned a total of 831 responses: participants from the ME all used the English survey, but Mexico and Colombian respondents used either the English or Spanish survey, while Brazilian teachers used either English or Portuguese. In terms of the data provided, salaries have been shown in US dollars for ease of comparison, with figures based on the relevant exchange rate on 24 November 2015. Not all respondents completed the surveys, so results have been calculated in terms of a percentage of those who answered a particular question, which has been rounded up, or down. Space limitations mean that it has not been possible to discuss the answers to every survey or interview question in this analysis; however, the same responses have been addressed across all the participant countries. The number of respondents per participating country is provided in Figure 1.

It is interesting to note that, although this questionnaire was aimed at English language teachers, the majority of respondents in LA countries chose to use the Spanish or Portuguese version, rather than English. It is also interesting to observe the similarities between Colombia and the ME countries in the number of responses provided.

In terms of interviews, researchers aimed for ten per cent of the survey respondents, which could be either teachers or supervisors, and each has been recorded and transcribed, lasting between approximately ten and 20 minutes. The interviewers were the researchers or their research assistants (in the LA countries) and the data gained from these sessions tended to support that gathered from the questionnaire. Most of the focus in the findings provided in this paper is on the questionnaire data, as that represented the opinions of the majority of research participants. Interestingly, this was generally supported by the interview data, and extracts have been included to support the text. Therefore, in Sections 5.0 and 6.0, data for each country will be introduced and discussed, and then summarised according to regions.

Figure 1: Questionnaires used by participants in all countries
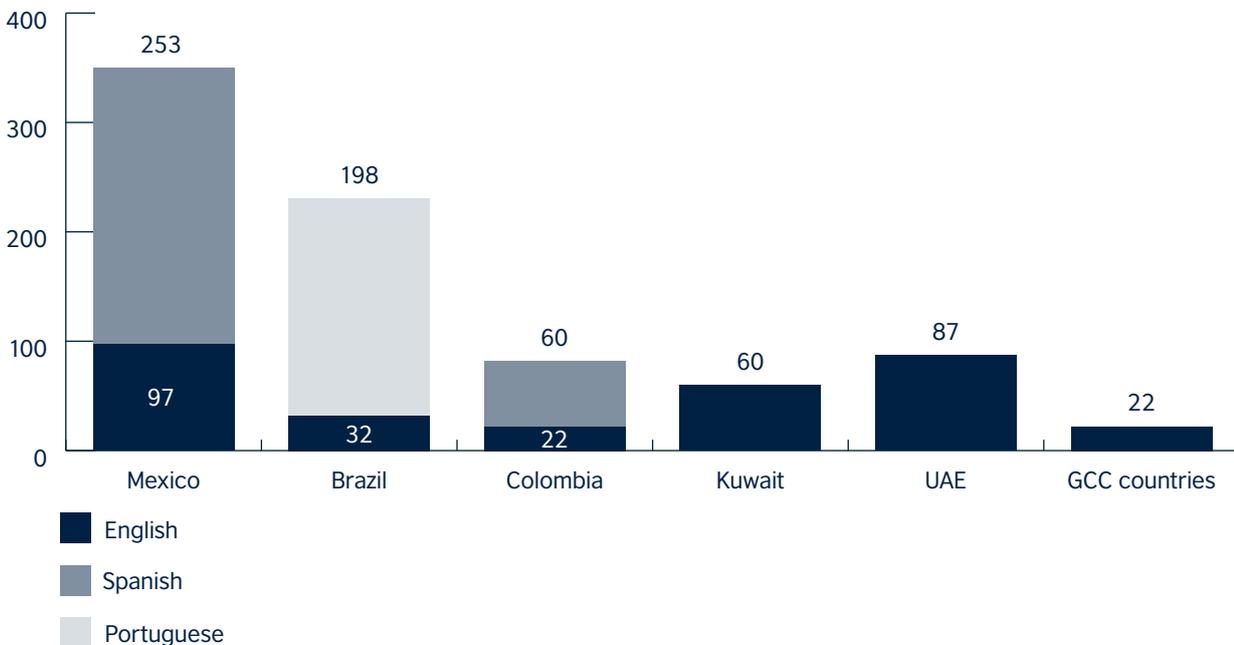
5

Research findings: Latin America

5.1 Brazil

5.1.1 Participant profiles

The 229 respondents from Brazil (80 per cent female, 20 per cent male) were young, with the mode for ages between 31 and 35. They came from 22 of the 27 states of the country, thus providing a wide coverage of the geographical area, as Figure 2 indicates.

Figure 2: States of origin of the participants in Brazil
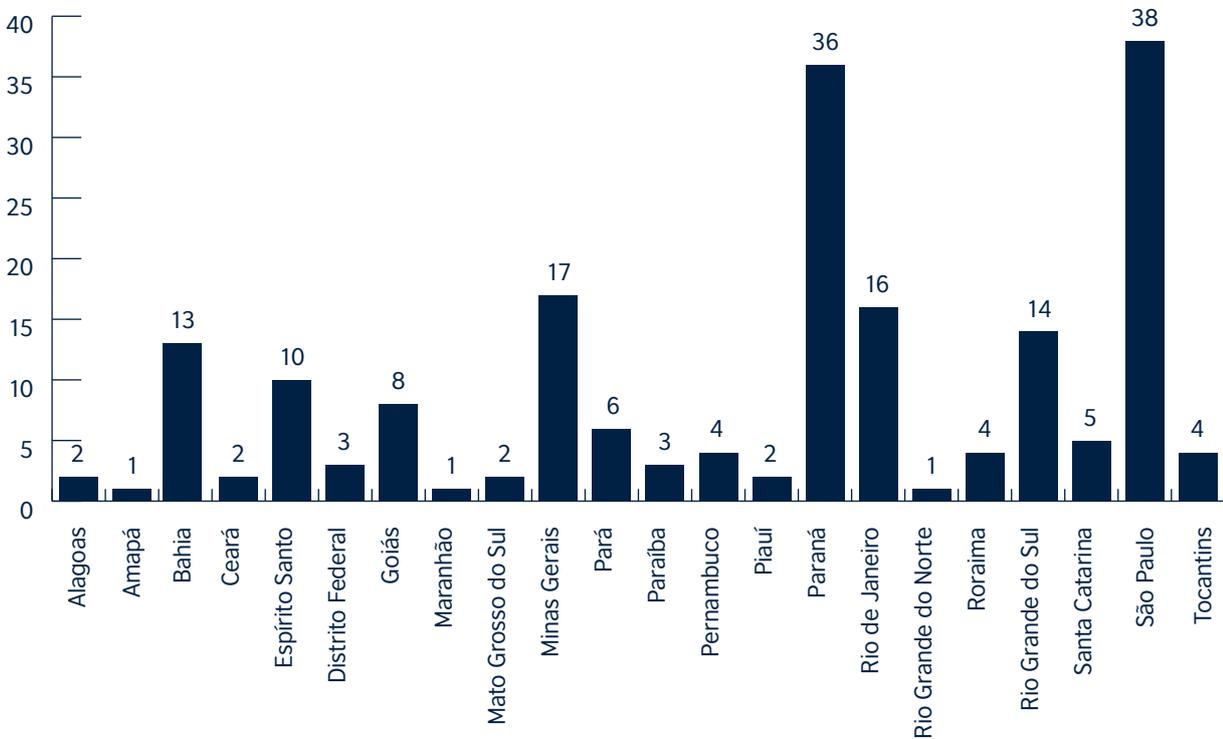
Teachers worked in primary and secondary schools and in higher education (50 per cent), with some of them working in more than one sector, with an average salary in Reais being equivalent to US$1,220,00 (the minimum was US$175,00 and the maximum US$3,750,00 per month). The great majority speak Portuguese and English, but a considerable number indicated knowledge of other languages such as Spanish, French, German and Italian (Figure 3), with some respondents speaking several languages.

Figure 3: Languages spoken by participants in Brazil
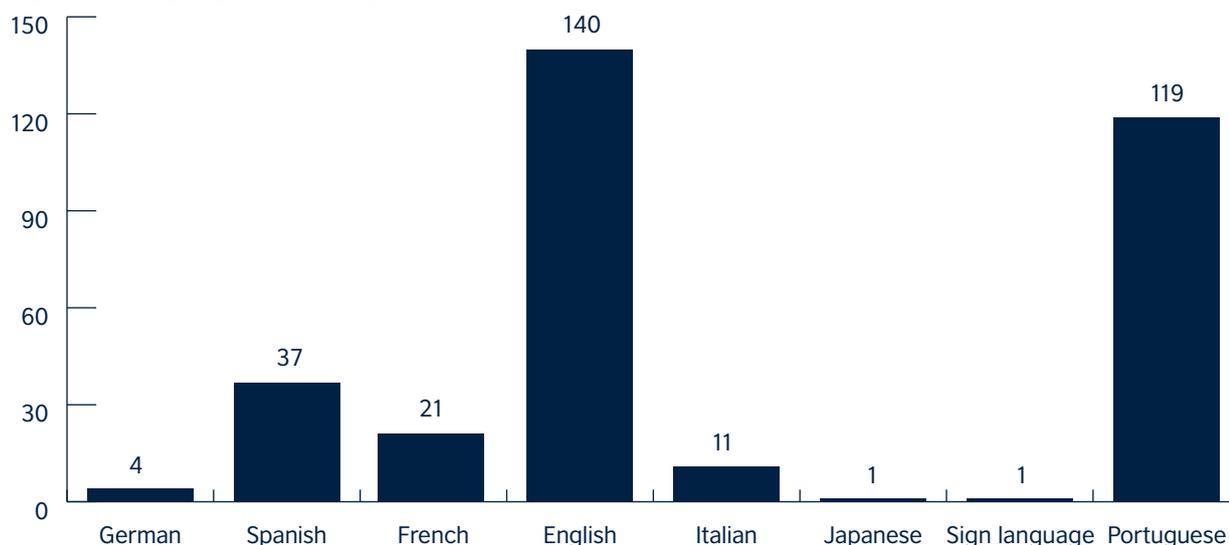
Teachers assessed their competence in English at an advanced (50 per cent) or near-native proficiency (26 per cent), while 75 per cent indicated they could use the language outside the classroom environment through travel, readings, talk among colleagues and on the Internet. The mode for the number of teaching years was 11–15 years, which matches the mode for ages and shows that the respondents are relatively young professionals in their mid-careers.

The respondents' qualifications were obtained in the home country: the majority took undergraduate studies in a Letras course and those with MAs (60 per cent) and PhDs (40 per cent) got them from Brazilian institutions. The majority of teachers' current jobs were in the urban area (over 95 per cent), with those in primary and secondary schools teaching 20–40 hours a week and those in universities from eight to 12 hours per week. Some teachers in the private sector were hired by the hour, so the numbers vary a great deal. The number of students in classes also varies, from three to 40, with high levels of heterogeneity in terms of age and proficiency. Most teachers prepared their lessons to suit individual classes, by bringing materials to supplement coursebooks in the cases where they were adopted. They spent from four to 20 hours per week doing this preparation.

Figure 4: The most common classroom resources available in Brazil
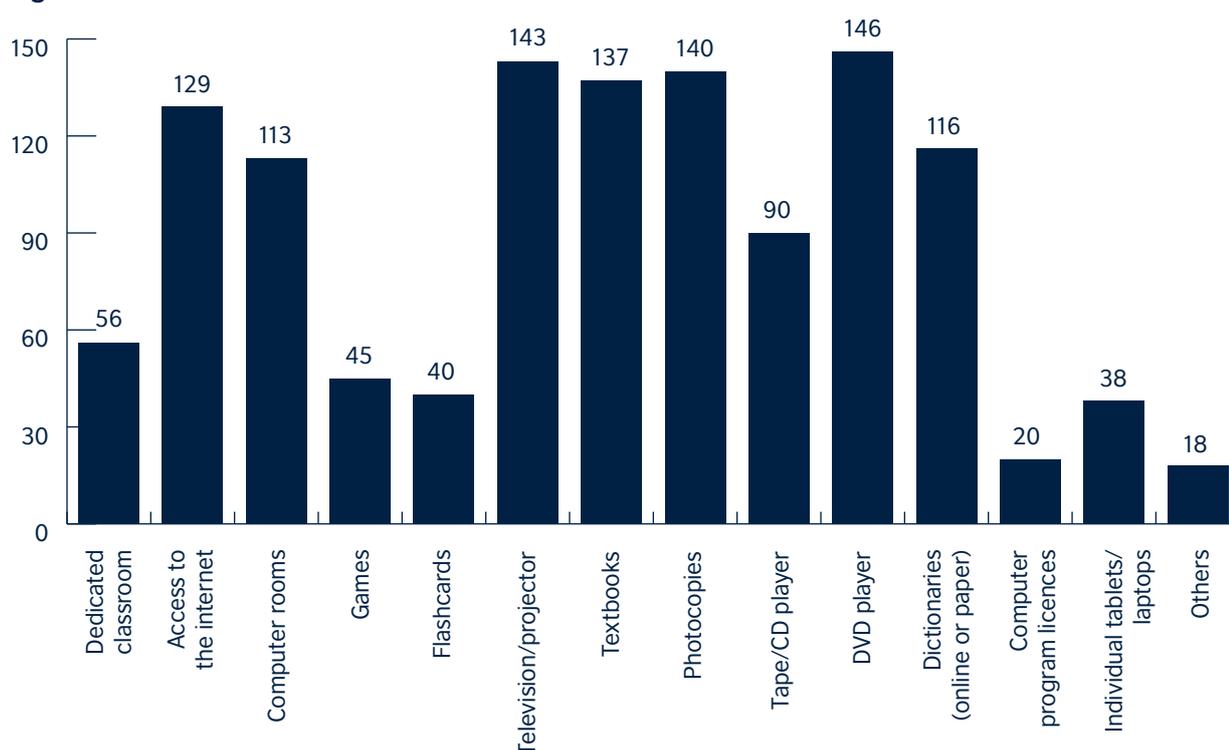
However, not all the resources in Figure 4 are available everywhere in Brazil, as one of the teachers from the state sector commented:

There is lack of multimedia resources, but not only that. Sometimes you do have the resources but you spend too much time trying to set it up, and when you're finished, the class time is over. [school teacher from Minas Gerais]

5.1.2 Recruitment

In terms of recruitment, 55 per cent of respondents had to go through evaluations to get the job, although in some cases the tests did not include assessment of their language proficiency. What helped them to be hired were the degrees obtained, and the majority did not have to go through an interview; those who did reported being asked about their teaching practice, expectations about the job or specific details of their CVs. The majority of the 57 per cent who completed the question whether they had to present an international proficiency certificate replied negatively; the few who mentioned this prerequisite cited the Cambridge certificates. This can be explained by the fact that the public sector demands approval in written tests (primary and secondary levels) or a combination of degree, written tests and a didactic test (a lesson taught in the presence of a board of evaluators) in the case of universities. A teacher from Espírito Santo talks about her recruitment:

They did not ask anything in English. The test included items such as legislation, methodology, curriculum guidelines but nothing about language proficiency. The only requirement was my undergraduate degree certificate.

5.1.3 In-service training

Regarding in-service training, the responses ranged from no training (20 per cent) to three or more courses per year (20 per cent), with opportunities concentrated mainly on professional development in their own schools, or offered by experts (Figure 5). Surprisingly, a large number (23 per cent) had online education, whereas 18 per cent had no training opportunities at all.

The optional nature of this training was confirmed by the responses that indicated teachers do not have to attend courses when they are offered (35 per cent), or that attendance is optional (34 per cent). It seems that the institutions do not make this training compulsory and the motivations for engaging in professional development are related to one's own improvement. Sixty-two per cent of respondents judged the training highly useful. The areas they believed need attention (Figure 6) are pedagogical improvement, followed by literacy and new technologies, and thirdly, language development. This result coincided with their self-evaluations, indicating that this group of respondents were satisfied with their language competence and more worried about pedagogical matters.

Figure 5: Courses attended since teachers started the job in Brazil
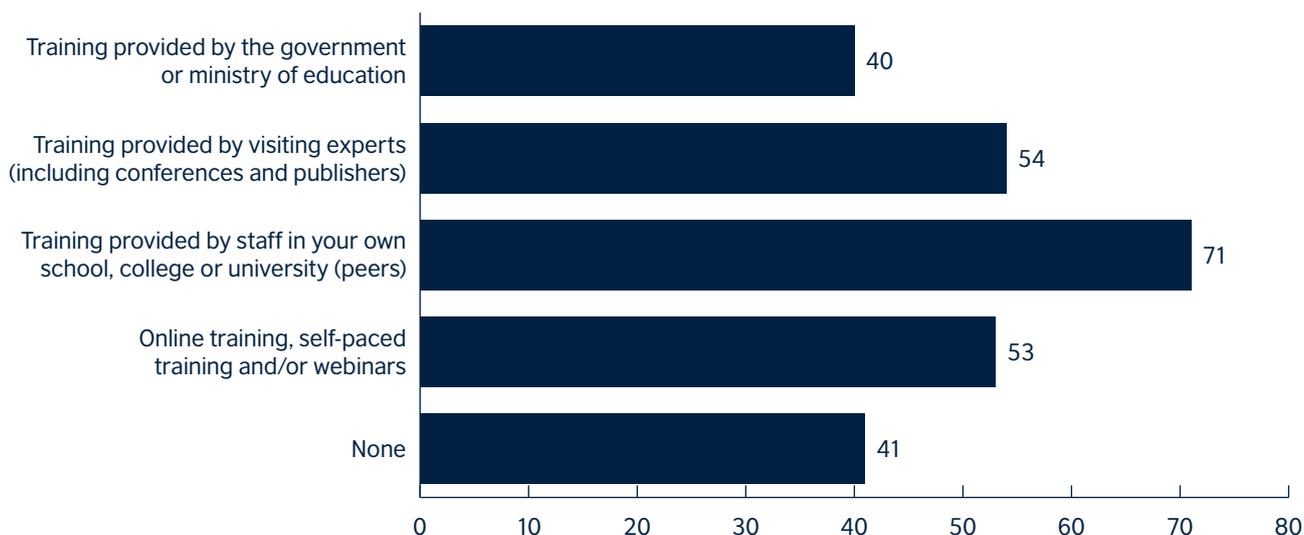
Figure 6: Professional development preferences in Brazil

Category	Value
Other aspects (e.g. teachers' and students' behaviours)	75
Aspects related to literacy (information literature, technology, computers)	99
Pedagogical aspects (methodology, skills for teaching)	102
Linguistic aspects (reading, writing, grammar, vocabulary)	93

(x-axis: 0, 20, 40, 60, 80, 100, 120)
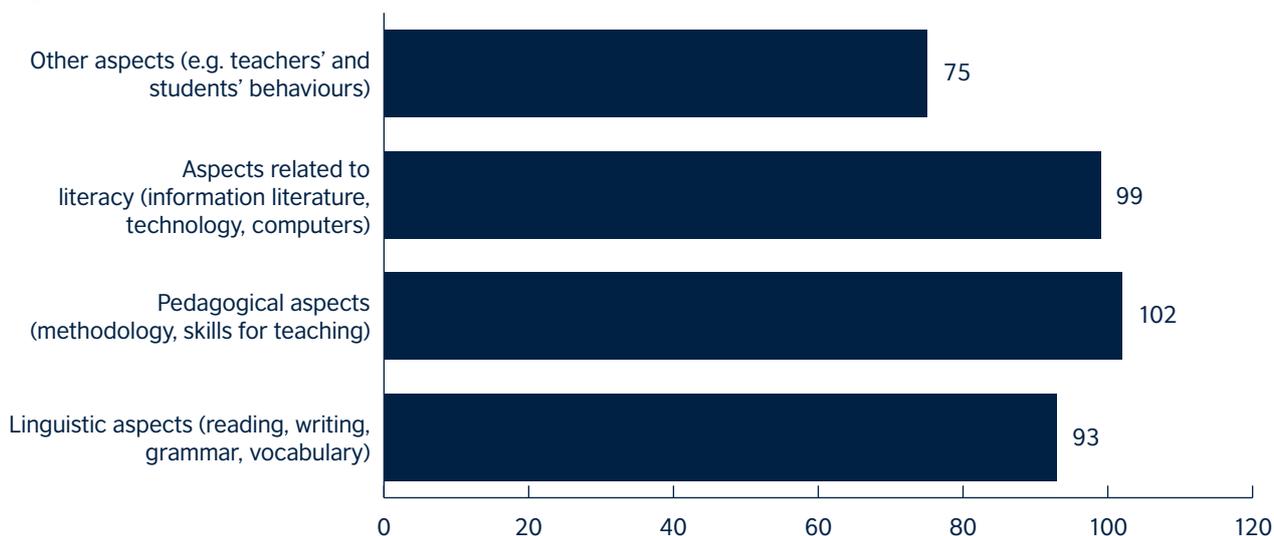
5.1.4 Retention

In trying to understand how teachers justified joining the profession, the most favoured reasons were the potential to make a difference and the love for teaching English. These motivations are strongly related to identity issues and reveal that those joining the profession do it for reasons beyond material rewards (Figure 7).

Figure 7: Reasons for choosing the profession in Brazil

Reason	Value
Working with young people	42
Salary and benefits	26
Job security	35
Teaching fitted in with lifestyle/family situation	76
Variety in teaching	46
Mentally stimulating work	78
Love for English teaching	94
Promotion prospects	51
Social contribution	82
Status of the profession	10
Potential to change students' lives/attitudes	89
Family approval	12
Lack of other available job opportunities	20
Others	6

Only 62 per cent of teachers responded to the questions about levels of satisfaction in the job and more than half would still be teachers if they had to start again. Dissatisfaction, however, exists, and they referred mainly to working conditions and the students' lack of motivation or discipline, as these three interviewees explain:

[the reason why teachers abandon the profession] *is the students' behaviour in class. I believe there are two main reasons: the students' resistance to learn and their behaviour.* [former school teacher, now an MA student]

I believe the majority of people quit because of the lack of support, for the lack of a proper working environment, which includes good teaching materials; the teacher herself has to carry all the books to the classroom, there is no support. Not to mention salaries, of course. [school teacher]

I think it is not uncommon to be disenchanted, especially because you learn a lot, because the level of schoolteachers is very good, but they give up because they can't imagine a space where they can really make a difference. [university teacher]

The main reasons given for remaining in the profession were similar to another research study carried out recently in Brazil (British Council, 2015A): love for teaching and the potential to change the students' lives/attitudes, which shows that teachers have their identities strongly attached to the profession.

5.2 Colombia

5.2.1 Participants' demographic profile

82 Colombian teachers participated in the study: 56 (68 per cent) confirmed they worked in the public sector and 15 (18 per cent) in the private sector, with most working at elementary or secondary schools. A high concentration of respondents was located in Medellín (Figure 8).

Figure 8: Location of participants in Colombia
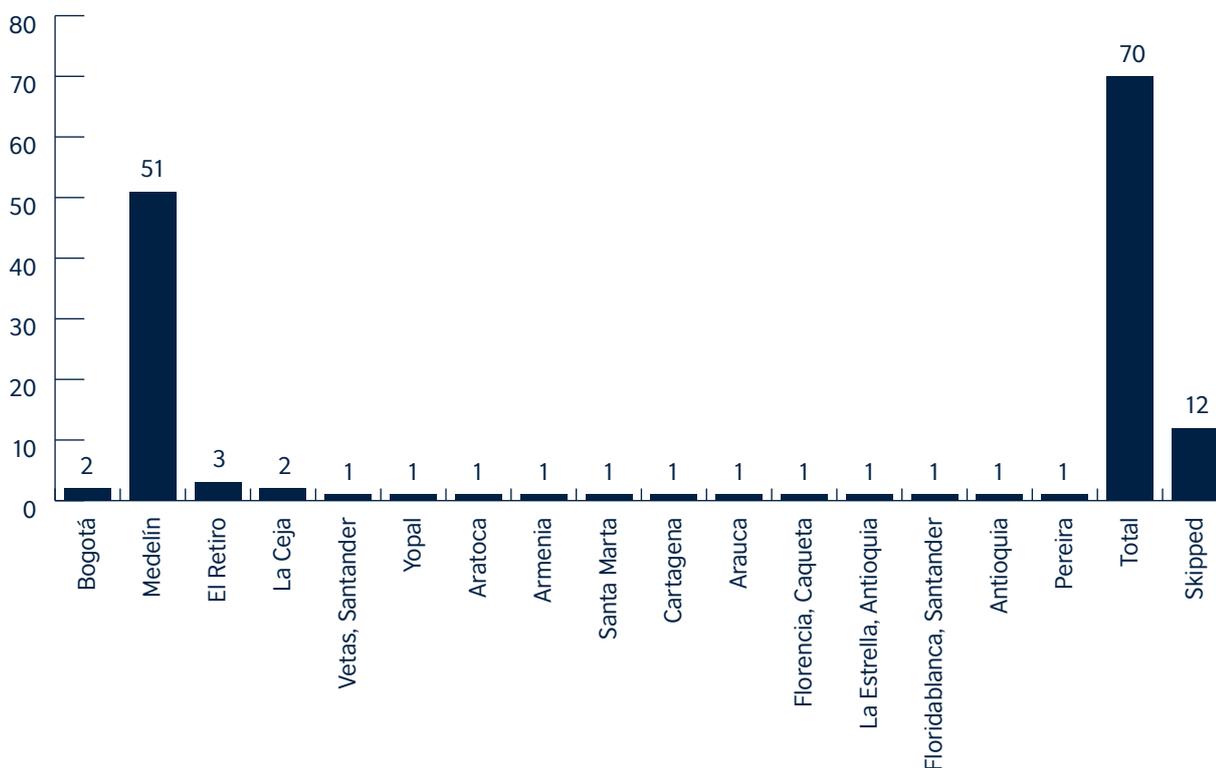
Some 72 per cent of participants were women and 27 per cent were men, and their ages ranged between 21 and 60 years old, with the most frequent category being 31–40. Regarding marital status, 47 per cent were single, 35 per cent married, seven per cent divorced and ten per cent in another type of relationship. The most common salary range was US$430–800 per month for 58 per cent of the teachers. For 21 per cent of teachers their monthly salary was higher, at US$826–1, 200, while eight per cent made US$400 and seven per cent made more than US$1,266.

5.2.2 Participants' linguistic profile

As shown in Figure 9, 93 per cent of teachers speak a language different to Spanish and 64 per cent stated that they were proficient in English. As this is a survey aimed at English teachers, it is interesting to note the proportion of respondents that considered themselves proficient.

Figure 9: Participants' proficiency in languages in Colombia
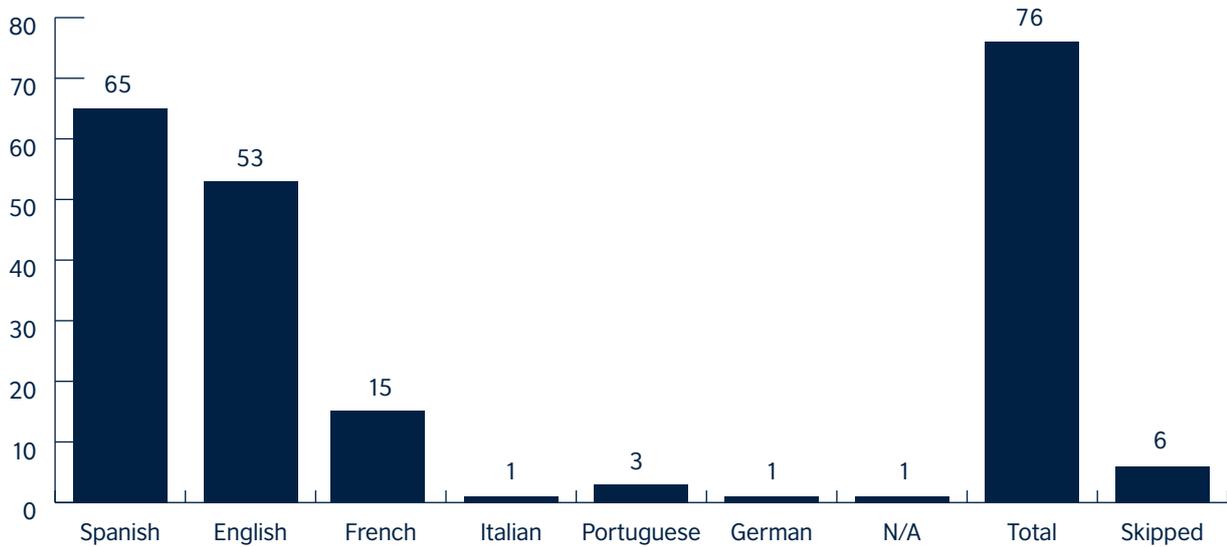
Regarding their proficiency in English, 36 per cent of the group placed themselves as beginners or lower intermediate speakers, while over half (58 per cent) considered they were upper intermediate or advanced level. Only four per cent of teachers considered themselves close to a native speaker (Figure 10).

Figure 10: Self-assessment of English proficiency in Colombia
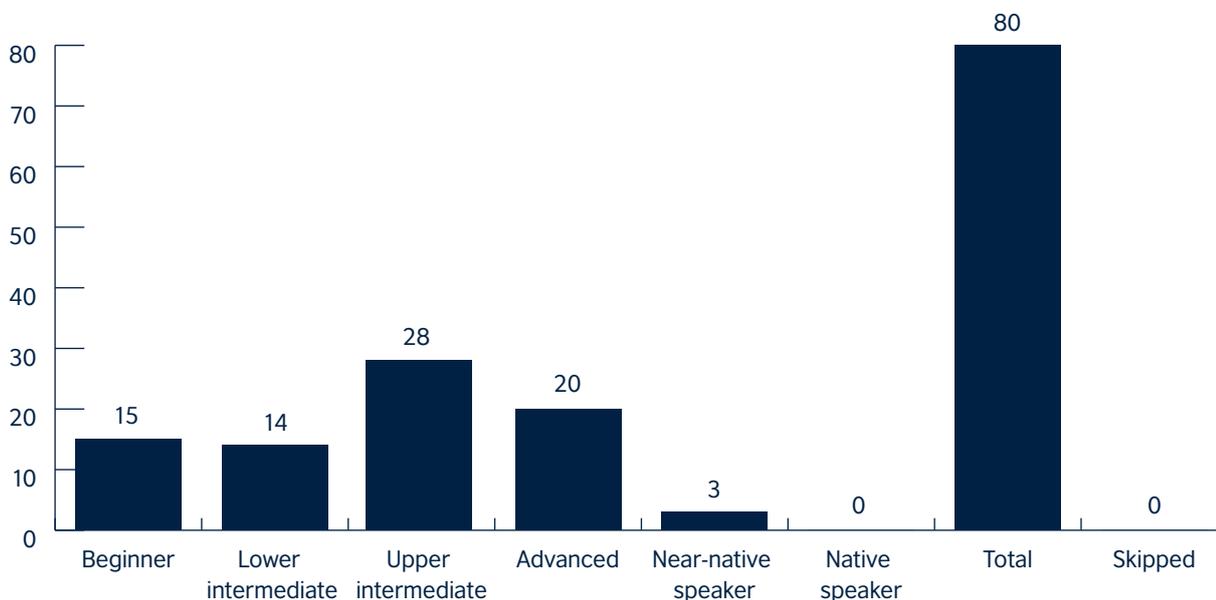
Forty-seven per cent used English outside school and 41 per cent did not. For the first group, the majority speak the language with friends (27 per cent) and family (19 per cent). Fewer respondents said they use English in academic contexts (eight per cent) or to access the media (seven per cent).

5.2.3 Participants' teaching profile

The majority of participants (85 per cent) worked in urban areas, while six per cent worked in rural areas and seven per cent missed the question. In terms of their experience in teaching English, 38 per cent reported that they have held their job for one to five years. 18 per cent of teachers had six to ten years of English language teaching experience, while there were 22 per cent of teachers with between 11 and 20 years in the profession. Only six per cent of teachers belonged to a professional organisation and only one was affiliated to TESOL.

From the group of participants, 74 per cent held undergraduate degrees in ELT and 24 per cent of teachers majored in Spanish: the majority were graduates from private universities. 50 per cent held a specialisation degree, but only six per cent held it in ELT. 24 per cent of teachers held master's degrees: in ELT (eight per cent), General Education and Pedagogy (seven per cent) and Liberal Arts and Humanities (six per cent) (Figure 11). From the whole group, just four per cent held doctoral degrees.

Figure 11: Teacher specialities at master's level in Colombia
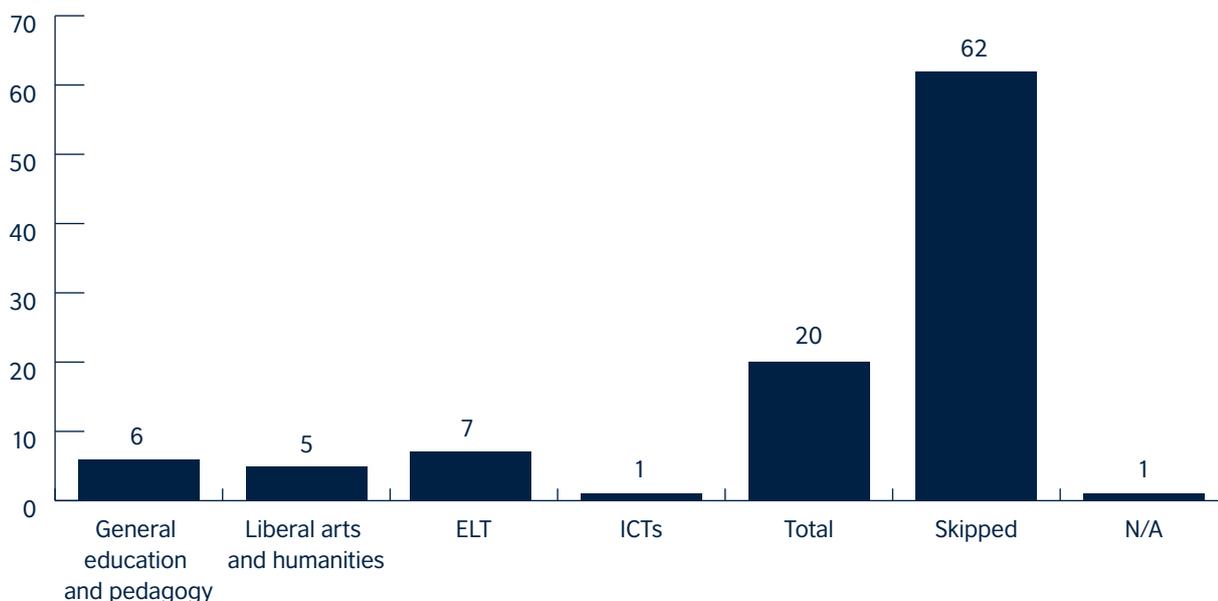
Some 27 per cent of teachers provided 21–25 hours of instruction every week. The average number of students in their classes was 31–40 for 46 per cent of the teachers, while for 19 per cent the average was 41–50 and for 15 per cent it was 21–30 students. Only ten per cent of teachers had less than 20 students per class. Fifty-three teachers mentioned their students' heterogeneous levels of English proficiency.

Teachers had various types of teaching aids: 54–61 per cent of teachers reported using electronic equipment such as television and CD players, 57 per cent said they used dictionaries and 35 per cent reported access to DVD players. Around 61 per cent used the Internet or possessed computer rooms and 16 per cent had a specialised classroom for English classes. For 39–47.5 per cent of teachers it was possible to count on games, flashcards and textbooks, while ten per cent reported that their students had computers or laptops for individual use. The distribution of the resources is presented in Figure 12.

Figure 12: Teaching resources available in Colombia
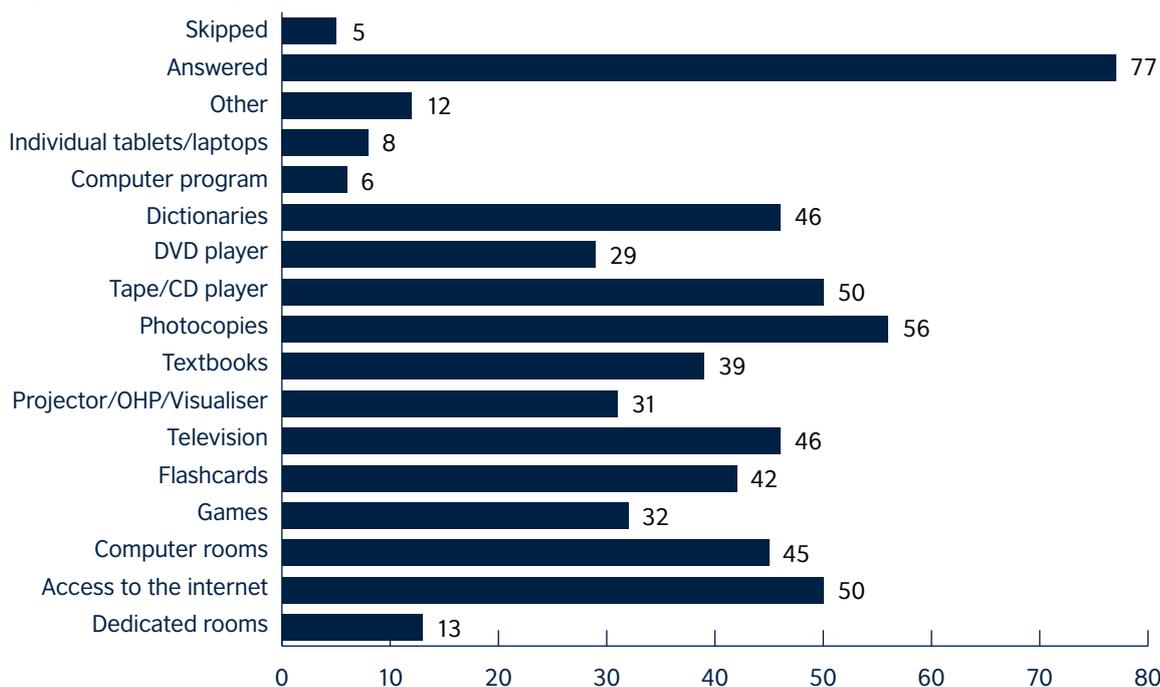
5.2.4 The recruitment process

To enter the ELT profession, 49 per cent informed that they went through a selection process, but for 25 per cent of teachers this process did not take place, as they were already part of the teaching force. From the ten teacher trainers interviewed, seven stated that they had scarce knowledge about the recruitment process in the public education sector; however, all agreed on the need to reformulate it. Currently, there are no mechanisms to provide a thorough assessment of a candidate's capacity to communicate orally or to write a text in English.

Martha, a teacher trainer working currently as adjunct in a public university, commented on her own experience in the application process to be an English teacher in a public school. In the following excerpt she refers to the test:

The test seemed to me, to summarise it in a word, terrible. It was not difficult, but the language component had some mistakes, mistakes in the text. Grammar mistakes, language mistakes … mistakes in the design of the questions … There were ambiguous questions … there were many options, so for me any option was possible. [Martha, 30 September 2015]

She also expressed her concern about a job opening to teach English in a public school and felt frustrated after being informed that her diploma was not included in the list of majors accepted. She said:

There were also many bureaucratic issues. Look, I am the evidence that I got tired [of the process] and even instituted an action for protection [of labour rights]. The legal system in Colombia is very demanding … But, truly, I got tired. I said, no more! If this is the beginning, how will this be at the end? I worked in a public school, and I liked it, but with all these obstacles one wonders if this is worth it. [Martha, 30 September 2015]

The lack of evidence of the actual performance of the candidates in a classroom is also a problematic aspect. From the requirements to obtain the teaching position, 43 per cent said their diploma was the major asset. 63 per cent of teachers said they had an interview, but only two per cent were informed they had to provide English proficiency certification. Commenting on the lack of verification of English proficiency for the candidates to teaching positions in the public sector, Jorge, an administrator and trainer in a private university, said:

One of the aspects that the public policy demands is to have a diploma, bachelor's degree in education. It doesn't say where that degree has to come from. It does not have to say that you have the proficiency level or not, so that raises two questions: you don't know the methodology skills of the teachers or you are blind towards the proficiency level. [Jorge, 20 April 2015]

5.2.5 Professional development

Teachers informed that they had different types of professional development programmes. Data ranged from 53 per cent who said they had three or more opportunities every year, to eight per cent of teachers that had no training at all. Regarding the sources of training, 66 per cent said it was provided by the national or local governments; 30 per cent said it came from experts outside the school, including publishers; 36 per cent stated professional development was online; 13 per cent informed the training was provided by colleagues and six per cent stated they had no training. 72 per cent of teachers reported major training needs in ELT methodologies and 60 per cent in the development of their language skills. Other needs are indicated in Figure 13.

Figure 13: Teachers' professional needs in Colombia
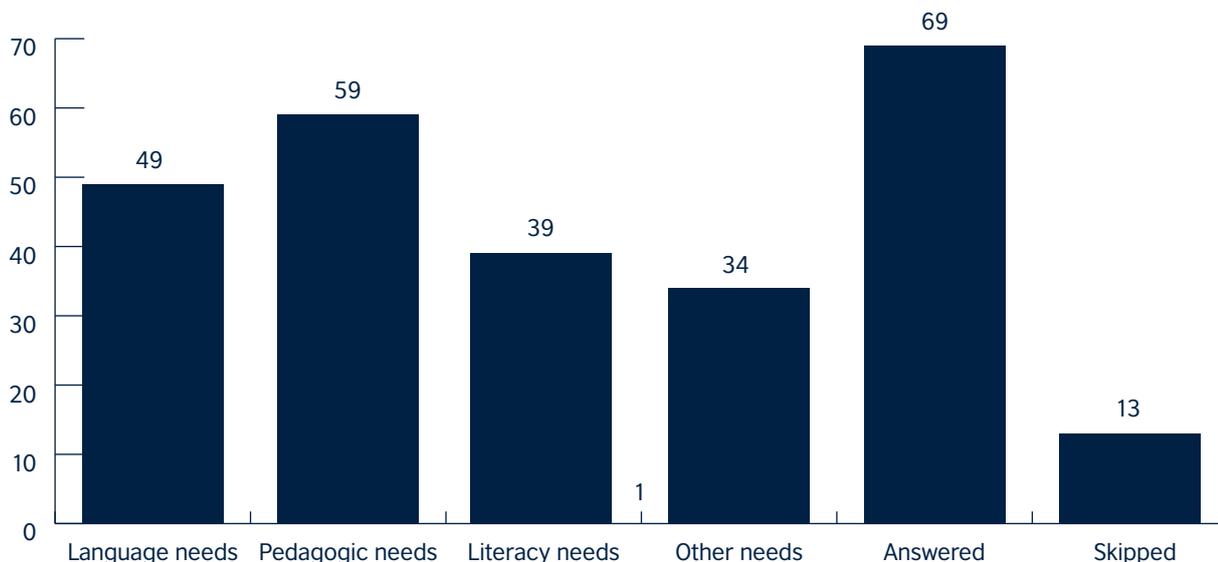
5.2.6 Reasons to enter and stay in the profession

As shown in Figure 14, most teachers wanted to contribute to society, love English teaching and/or working with young people and changing students' lives. Family approval and lack of other job opportunities were not considered very important. When asked if their expectations were fulfilled in the profession, 34 per cent of teachers said 'yes'; 28 per cent said 'no'; and eight per cent said 'not at all'.

Figure 14: Reasons to enter the ELT profession in Colombia
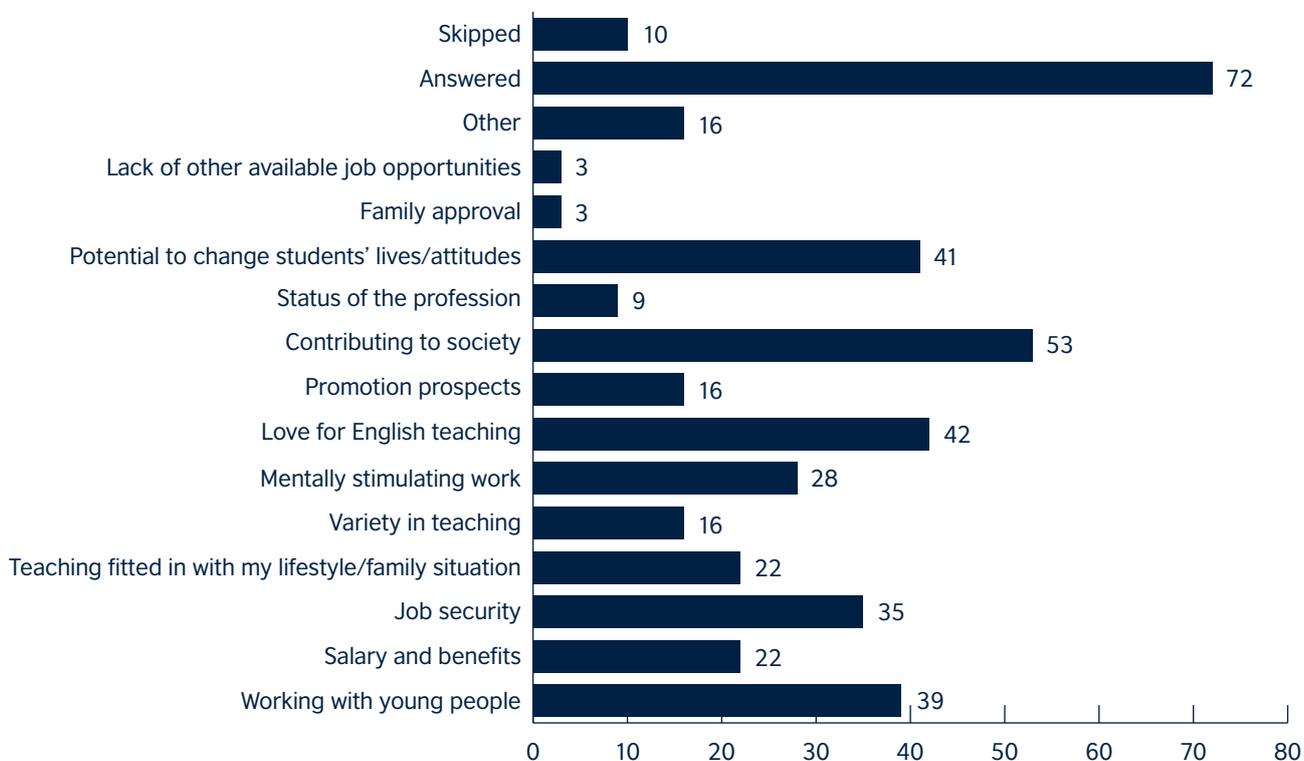
Teachers and teacher trainers agreed that one of the major reasons public school teachers have to stay in the profession is the fact that tenure is easily obtained. Pedro, a teacher trainer in a public university, commented on this issue:

> So, why does a teacher stay? Simply, because they are in their comfort zone. This is one reason, because the system hired you, period. There is no follow-up or sometimes teachers with that attitude begin to be transferred. They become itinerary teachers. Each school principal has to bear them one year, and if he/she gets tired talks to another principal and transfers him/her.
> [Pedro, 19 May 2015]

Martha considered that an important reason to remain in the public sector was the teachers' vocation and that determined the commitment to their jobs. She explained it as follows:

> And those who stay, it's vocation. One can see it is their vocation, they like it, they are passionate. Eh … this is like a motivate. As I told you, sometimes the reward and the emotional salary are … worth it, right? Then, one says, the economic, financial salary is not much, but this job fulfils me. Then, one stays for the same reason too.
> [30 September 2015]

5.3 Mexico

5.3.1 Participants' demographic profile

In total, 380 people answered the online survey (71 per cent female, 29 per cent male) aged between 21 and 45 years old: half of the respondents were married, half were not. 72 per cent of people answered in Spanish (179 women, 72 men, two did not say) and 28 per cent decided to answer in English (69 women and 28 men). The great majority spoke Spanish and English, but a considerable number indicated knowledge of other languages such as French, German and Italian. Years of teaching EFL ranged between one and 15.

It is worth noting that there were participants from 30 of the 32 states of the country, thus providing a wide coverage of the Mexican geographical area (see Figure 15).

Figure 15: Participant location in Mexico
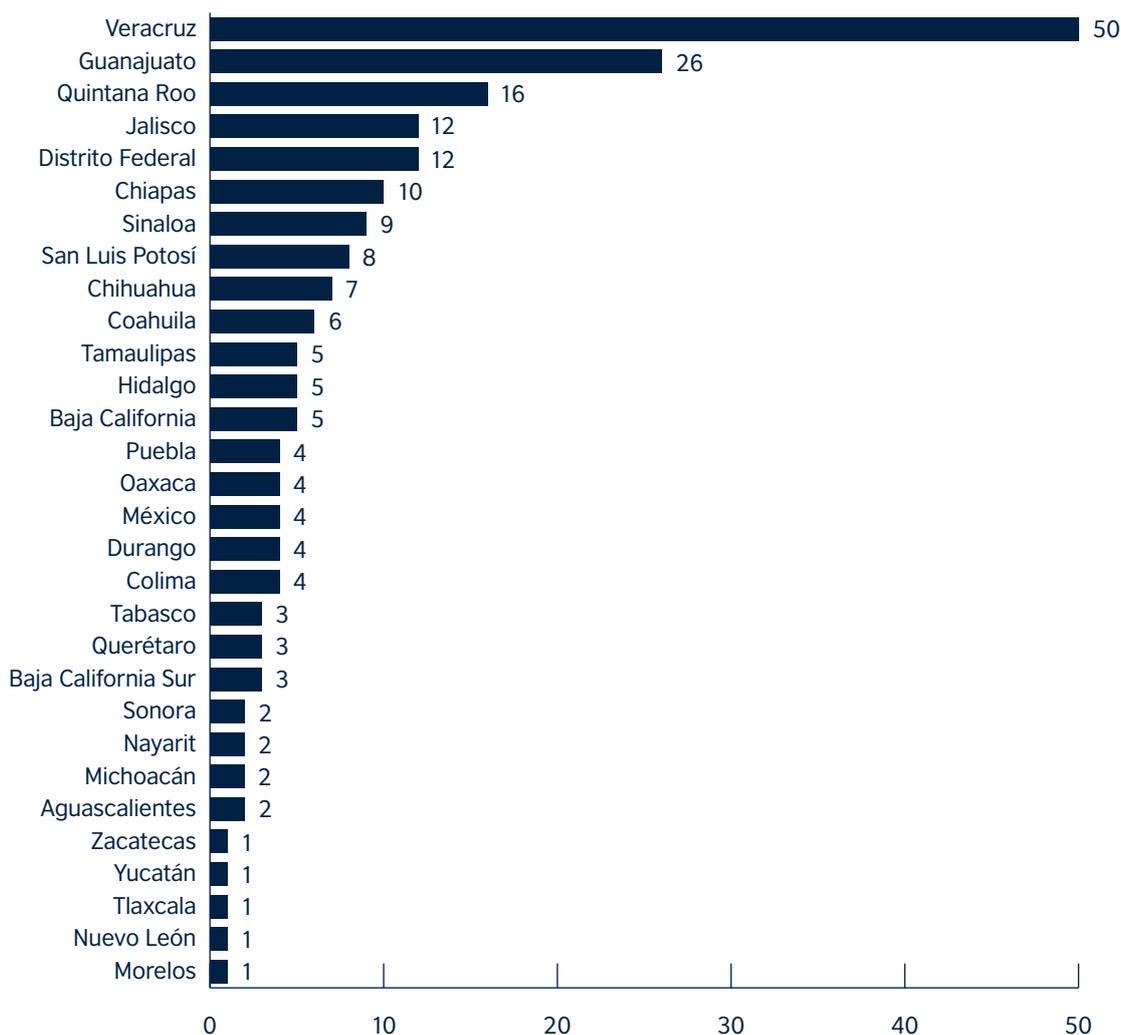
Most respondents had a university degree: 46 per cent had a master's, 11 per cent had a doctorate and 88 per cent had studied an undergraduate programme. Ten per cent of participants did not provide any information about this, perhaps because they did not have an undergraduate certificate (see Figure 16).

Figure 16: Distribution of qualifications in Mexico
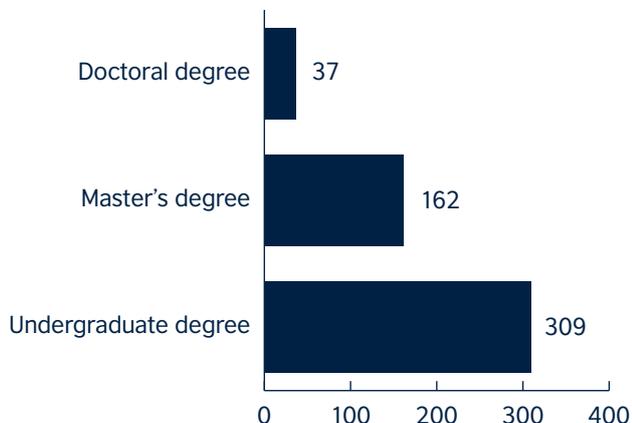
Over half of the participants worked in the public sector (68 per cent) whereas 32 per cent were in private schools (Figure 17). Most worked in universities (51 per cent) and middle schools (28 per cent), with some working in more than one sector, with a monthly average salary of US$411.00.

Figure 17: Distribution of participants in Mexican education sectors

■ Public 68 per cent
■ Private 32 per cent
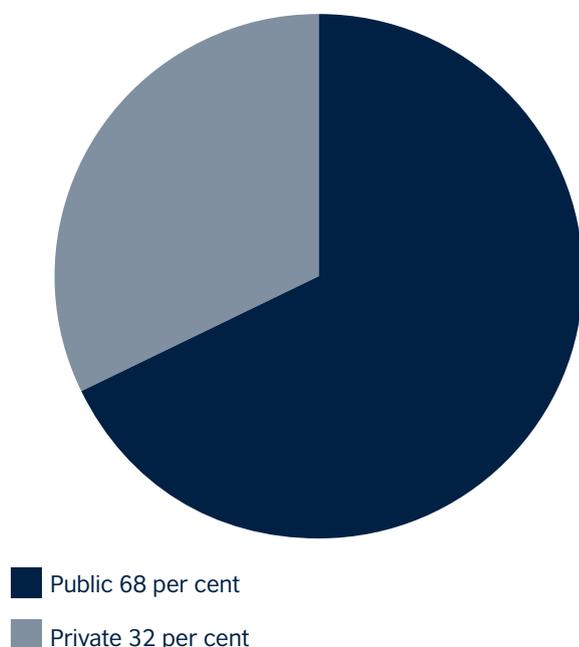
The interview data revealed that EFL teachers preferred to work in the public system as long as they had a fixed contract:

The one thing that makes it worthwhile for an EFL teacher to work in a public school is to have a plaza (tenure) because of the benefits, insurance or pension for retirement, and so forth. But teachers that don`t have any of that and they are paid a very low salary, they're probably going to eventually be attracted to other opportunities because they have real needs, they need to have a place to live, and something to eat, and they have to move on because they don't get paid enough to be able to live. [Teacher from a public secondary school, Xalapa, Ver]

However, some also had a second job in the private sector where they were encouraged to grow professionally (see Figure 17). The minimum monthly salary was US$6 and the maximum US$1,235.00. It might be that a low, US$6 salary was for someone whose main income was not EFL teaching or who only taught EFL for a couple of hours per week.

5.3.2 Workplace conditions

Most of the teachers worked for urban universities and high schools (90 per cent). They expressed that they use English outside their classroom: at home, with friends, on the Internet or to read. Teachers had between six and 50 students per class, with high levels of heterogeneity in terms of age and proficiency. Most of them prepared their lessons to suit individual classes by bringing materials to supplement the adopted textbooks. Teachers spent between three and 25 hours per week for class preparation. The most common resources and aids available at their schools, other than the textbooks, were CD players, projectors, and photocopies. However, interview data revealed a common situation for EFL teachers in public schools:

The lack of technological resources, in my opinion, because it is very uncomfortable to be taking the projector and the recorder from one class to the next, it would be better having a classroom only for teaching English. [public secondary school Teacher in Xalapa, Ver]

5.3.3 Recruitment

There was not one single system to recruit teachers to work for both public and private schools. Of the 350 respondents, 42 per cent answered that they had to go through interviews and/or English evaluations to get the job, while 21 per cent of teachers were offered the job directly. In the private sector they were either offered the job through a friend or due to the shortage of EFL teachers, whereas in the public sector it was possible to get the job as a kind of inheritance from their parents when they retired.

Teachers said that, just recently, the qualifications that helped them to get the job in public schools were having a degree in EFL and passing an exam. This differed from the private sector where experience and an English certification, TOEFL and COTE are required.

5.3.4 Teacher development opportunities

Regarding in-service training, the responses ranged from no training (12 per cent) to more than three courses per year (35 per cent). The training opportunities were mainly offered in teachers' own schools. Surprisingly, 36 per cent had online education, whereas 15 per cent had no training opportunities at all (see Table 2 below).

Table 2: Teachers' professional development opportunities in Mexico

Number of training opportunities	Responses	Percentage
No training	43	12 per cent
One training in total	31	9 per cent
Two training in total	34	10 per cent
Three or more in total	59	17 per cent
Three or more per year	124	35 per cent
Skipped question	59	17 per cent

In the interview data, it emerged that opportunities for professional development varied:

For full-time teachers that have some kind of bonus, there is a reasonable support, but in my opinion, teachers who are not full-time, that are hired per hour, there is hardly ever support, almost none. [Professor at University of Quintana Roo]

What I can tell you from my experience is that professional growth is not really something that is considered a priority, especially for English teachers in the public sector. [Professor at University of San Luis Potosí]

I can tell you that in a private school there is more growth than there is in a public school. Actually, I was a language teacher in a private school and now I am the co-ordinator in a public school, but in public schools there is more bureaucracy. [Teacher in a public and a private school, Guadalajara, Jalisco]

According to the participants, schools hardly ever offered training opportunities, but when they did, attendance was compulsory. Some 54 per cent considered useful all the development courses they had taken, and the most common reasons for not attending a training/development session were lack of time (11 per cent), sickness (six per cent), work-related issues (12 per cent) and money issues (four per cent) (see Figure 18).

Figure 18: Reasons for non-attendance at training sessions in Mexico

Sickness

Lack of time

Work-related issues

Not interested

Money/distance issues

Not invited

Other

Didn't respond
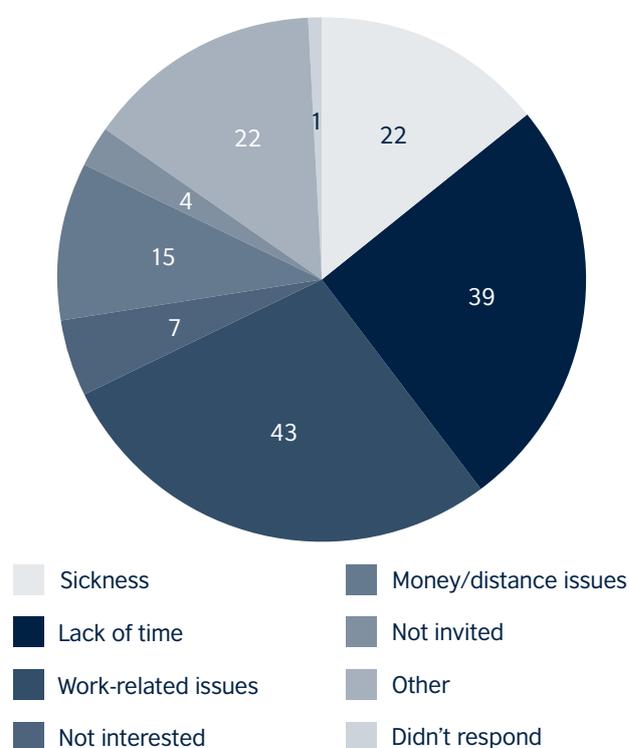
When asked to identify areas they would like to improve, most mentioned communication skills in general, seven per cent would go to a reading comprehension skill training, six per cent to training on phonetics and phonology and five per cent would attend reading and writing skill development training (see Table 3 below).

Table 3: Participant identification of training needs in Mexico

Language needs	Responses	Literacy needs	Responses
Not interested	9	Not interested	6
Reading comprehension skills	26	New software	12
Phonetics and phonology	20	Virtual library	14
Grammar	5	Literature	6
Reading and writing skills	16	Technology skills	59
Oral skills	9	New information	5
Listening comprehension	4	All areas	42
Vocabulary	3		
Literature	1		
All areas	45		
Others	25		
Pedagogic needs	**Responses**	**Other needs**	**Responses**
Not interested	7	Not interested	6
Methodology	55	Classroom management	51
Learning techniques	30	Discipline	10
Language teaching skills	36	Student behaviour	15
Class learning	6	Learning	32
Competency-based education	6	All areas	42
All areas	60		

Only 26 per cent of respondents said they were members of an English language organisation: the most mentioned was MEXTESOL.

5.3.5 Retention and working in EFL teaching

The three main reasons the respondents chose as their motives to enter the English teaching profession were: 'Love for English teaching' (55 per cent), 'Potential to change students' lives/attitudes' (43 per cent) and 'Contributing to society' (45 per cent). The option 'salary and benefits' was chosen by 21 per cent, so it can be said that money is not the main reason to choose English teaching as a profession in the Mexican context (see Figure 19).

Figure 19: Main reasons for entering the teaching profession in Mexico

Lack of other available job opportunities 3%
Family approval 2%
Potential to change students' lives/attitudes 12%
Status of the profession 2%
Contributing to society 11%
Promotion prospects 3%
Love for English teaching 15%
Other (please specify 3%)
Working with young people 10%
Salary and benefits 6%
Job security 8%
Teaching fitted in with my lifestyle/family situation 10%
Variety in teaching 6%
Mentally stimulating work 9%

This data is consistent with the information obtained from the interviews about what made teachers stay in the profession, as they mentioned their love for teaching, love for the English language, enthusiasm for helping others to understand English and love for working with people:

It is a combination of two things: love for teaching and for the kids, and the fact that you have the knowledge to teach. [Teacher from a Public Secondary School in Xalapa, Veracruz]

5.4 Latin America: summary

As would probably be expected with a study using convenience and snowball sampling, each country had its own participant profile, and, although there were a number of similarities, there were also differences.

The sample of teachers from Brazil who participated in the research came mainly from the university sector, from many parts of the country. They were relatively young and in the middle of their careers. They had qualifications obtained mainly in the country and had contact with the language beyond the classroom, with high levels of confidence in their proficiency levels, despite a language proficiency test not being a requirement to enter the profession. They enjoyed relative freedom, as compulsory training was not required. They identified new technologies and developments in literacy practices as key areas for pedagogical improvement, with language competence coming in third place. The reasons for staying on the profession were related to identity issues, as teachers valued their potential contribution to make a difference in students' lives and their love for the English language.

In Colombia, the majority of participants were from Medellin, mostly female and single, working in elementary or secondary schools in the public sector, so perhaps not directly comparable to the Brazil sample. Nearly all considered themselves to be bilingual and most had been in post for one to five years; around half would use English outside the classroom. Some 75 per cent of respondents had an undergraduate degree in TESOL, a quarter had MAs and only a few had doctorate degrees. In terms of recruitment, over half went through a selection process, although some did not feel happy with the bureaucracy involved. Tenure in the public school system was relatively easily obtained and is important to many of the teachers who work there, and, although remuneration was not particularly high, they felt that teaching was a vocation, loved English and were keen to be involved. English classrooms for the sample were relatively well equipped, with most teachers having access to technology. Over half of respondents reported having a number of annual PD opportunities, generally provided by local government, but the majority of teachers would like more input on language and methodology.

The Mexican participants in this study came from almost all the states in the country, working in a similar context to those in Colombia. The vast majority of EFL teachers in the sample were women (71 per cent) and most of the teachers worked for the public sector at university level and/or middle school. The reason for working in the public sector was the job security that it represents, provided that they have fixed contracts. Almost all of the participants had a university degree and there seems to be a growing interest in furthering their studies by pursuing a postgraduate degree, mainly at universities in Mexico. Teachers were relatively young and in the middle of their careers. They entered the ELT profession by going through very different recruitment processes and mentioned three main reasons for staying in the profession: love for English teaching, contributing to society and potential to change students' lives/attitudes.

In terms of regional commonalities, most of the teachers who responded in LA were NNS English speakers, female and relatively young with locally obtained degrees. Tenure seems to be a key consideration in this region, with teaching jobs in the public sector providing security and access to teaching materials and resources. The teachers appeared to be in the ELT profession because of a love of teaching English and a belief that it was their vocation. The differences were not as evident, although it is interesting to note that the majority of respondents in Brazil and Mexico were university based, whereas the Colombian data provides a clearer perspective from school teachers.

6

Research findings: Middle East

6.1 Kuwait

6.1.1 Demographics

A total of 60 teachers in Kuwait took the survey and the majority of respondents (85 per cent) were female, married (57 per cent), at least 31 years of age (87 per cent) and US or Kuwait born (Figures 20 and 21).

Figure 20: Age range of participants in Kuwait
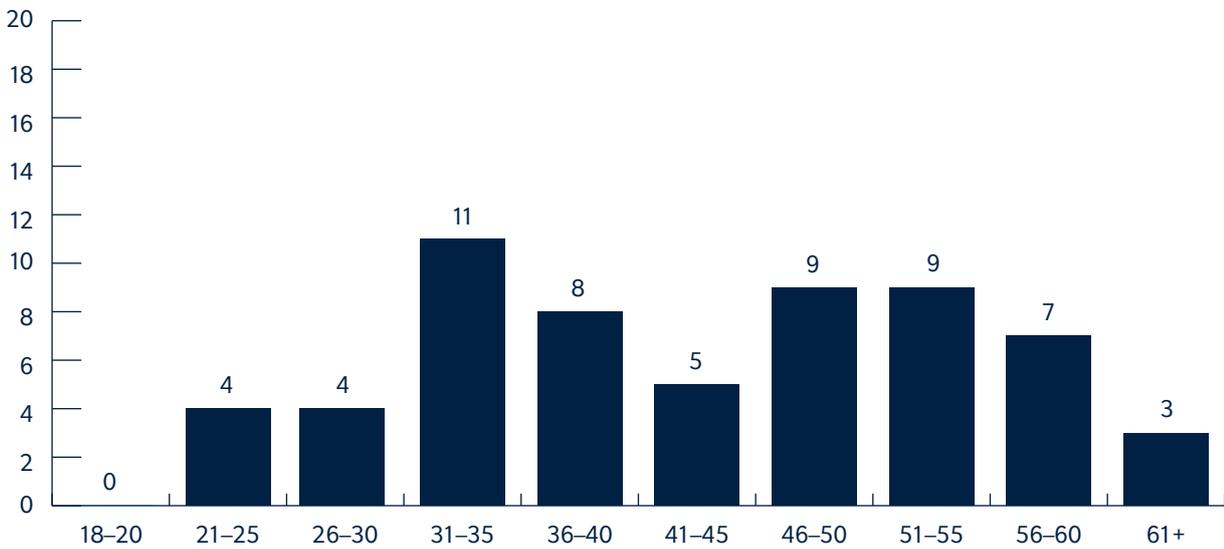
Figure 21: Country of birth of Kuwait participants
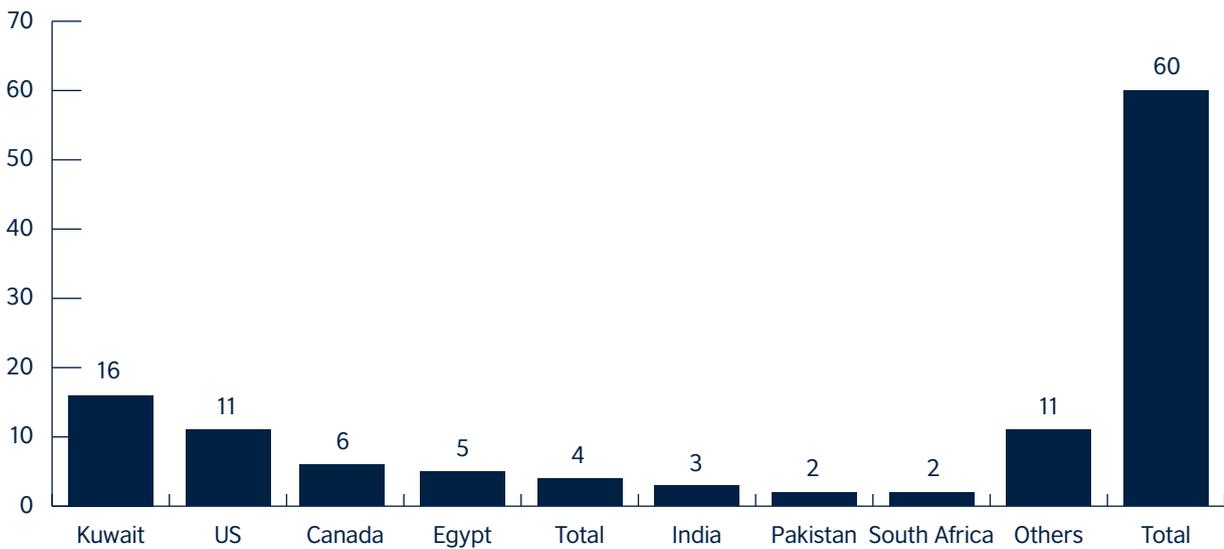
Moreover, the overwhelming majority of respondents taught in higher education (the proportions are given in Figure 22; participants were asked to mark as many as applied to them).

Figure 22: Educational establishment where participants work in Kuwait
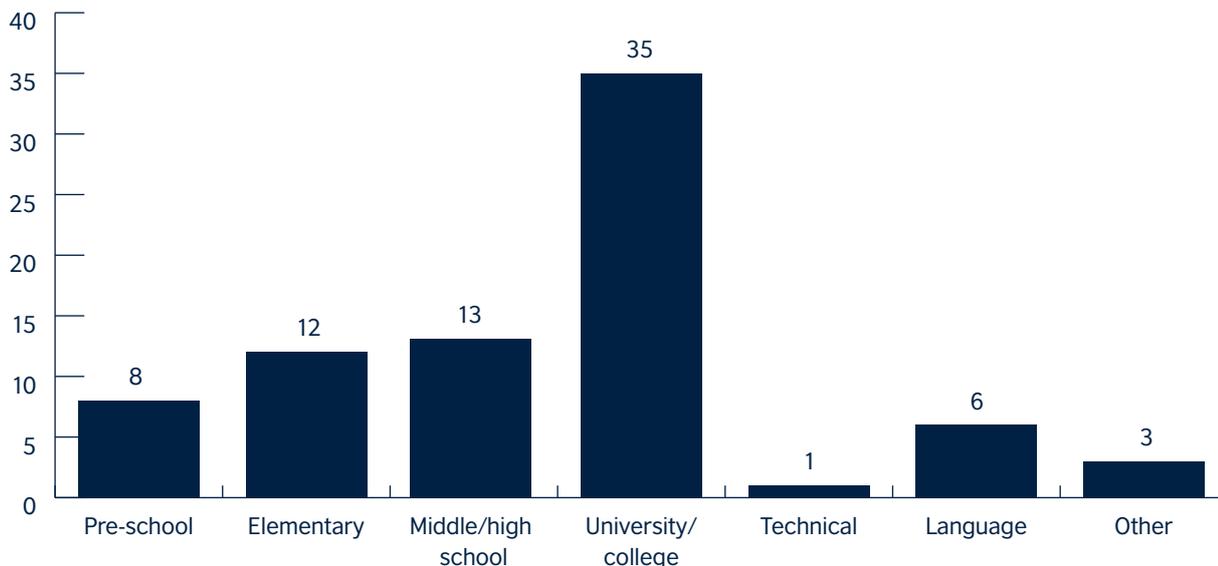
Monthly salary in local currency (where one Kuwaiti Dinar equalled approximately US$3.3) was predominantly in the US$1,650 to $3,300 range (36 per cent), while eight per cent of teachers earned over US$8,250. In terms of languages spoken, 79 per cent described themselves as being native or near-native English speakers, while the remainder viewed themselves as being advanced (18 per cent) or upper intermediate (three per cent), demonstrating a relatively high proficiency. 24 per cent of teachers used English everywhere, with others using it extensively at home, in shops, restaurants and for social purposes.

Years of teaching English tended to effectively mirror those working in education, suggesting that most participating teachers had been in the ELT profession for the duration of their careers (proportions as Figure 23).

Figure 23: Length of time spent teaching English language by Kuwait participants
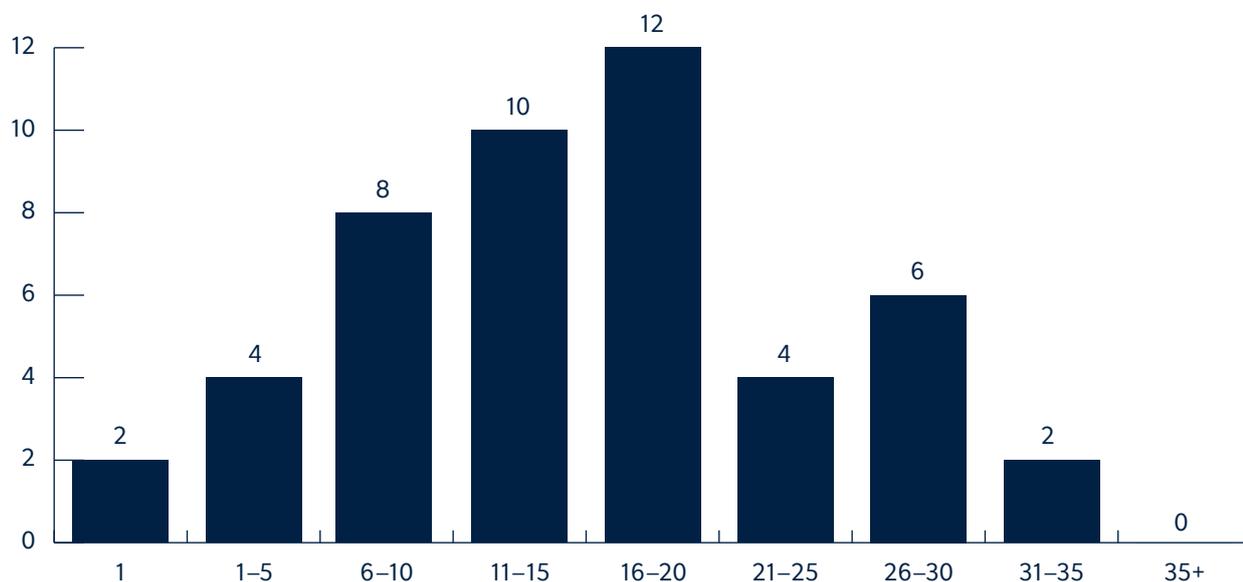
It is interesting to note that the majority of teachers (56 per cent) had been teaching English for between six and 20 years, suggesting that experience is an important prerequisite in this context. Most teachers who responded gained their undergraduate qualifications in the USA (35 per cent) or Kuwait (32 per cent), with the remaining qualifying in Canada, South Africa, Egypt and the UK, in that order. 58 per cent of respondents had master's degrees, predominantly from the USA and UK (63 per cent) in the areas of TESL/TESOL (40 per cent), English Literature, Linguistics, Education and Business. Some 24 per cent of teachers had doctoral degrees, and the majority of these (45 per cent) qualified in the USA.

In terms of their current job, most teachers (67 per cent) had been working between one and ten years in an urban location (85 per cent), teaching between one and 41 hours per week, with the mode being 16 to 20 hours. They taught between one and four separate classes of students, with an average of 21–25 students per class (Figure 24).

Figure 24: Average number of students per class in Kuwait
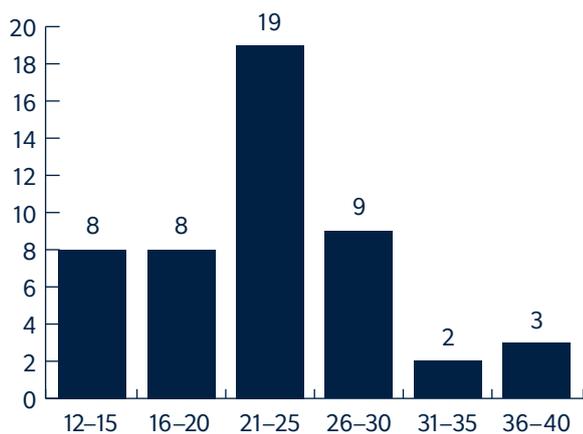
Of the teachers who answered the question about homogeneity, 48 per cent said that their learners were at the same level, while 52 per cent said they were not, and 59 per cent could not use the same preparation for all lessons. Some 78 per cent of teachers spent up to ten hours per week preparing, with the remainder saying that they could do this for up to 15 hours.

6.1.2 Recruitment

The vast majority of teachers who responded (82 per cent) said that they had to apply for their job, while 97 per cent had an interview. An interviewed supervisor identifies ELT applicants in Kuwait as being of three types:

(1) 'career teachers' who are well qualified and committed to teaching English, usually from UK and USA universities; (2) a group similar to the first group in qualifications and commitment, but dominated by young people who did not choose teaching as a career, do not plan to stay in the field and see it as a means to travel the world; (3) speakers of English (native and non-native) who see it as work opportunities i.e. 'I speak English therefore I can teach it'. [KS1]

It is interesting to note that, in this context, she makes little distinction between NS and NNS teachers. When asked if she thinks recruitment procedures are adequate, KS1 responds:

No … however, there seems to be a 'drought or famine' situation in recruitment. Fewer qualified applicants allows for less qualified and unsuitable teachers to gain positions for which they are neither qualified nor suitable … Although 'local is preferable' is not the official policy it is the unofficial practice. To build a strong department and sustain academic excellence, institutions have to recruit the best – this includes attractive packages and salaries. [KS1]

However, KS2 (another supervisor) is positive about the way that recruitment is carried out:

I believe the process for hiring English teachers is quite rigorous and includes vetting of CVs by a dept. committee, ranking the candidates based on qualifications, interviewing the top candidates, ranking them again and then hiring the most capable. [KS2]

6.1.3 Professional development

One of the ways it is believed that staff can be retained is by providing PD opportunities to maintain interest and update knowledge and skills. Respondents reported the following number of PD opportunities since starting their current jobs:

Figure 25: PD opportunities since starting current job in Kuwait
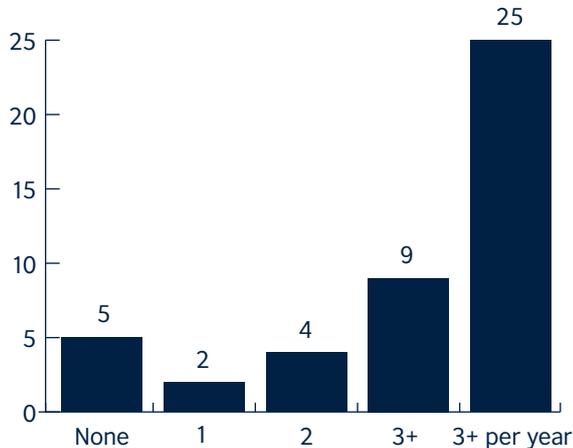
Respondents stated that visiting experts provided the greatest amount of PD (46 per cent), followed by staff/colleagues (34 per cent) and then the Ministry (11 per cent). Nine per cent of teachers reported that they carried out their own PD. TESOL was the favoured professional organisation with 80 per cent of respondents: TESOL International, followed by TESOL Kuwait and TESOL Arabia. As so many teachers were from the USA, it is probably not surprising that TESOL International is so popular.

With reference to PD provided in the workplace, 38 per cent of teachers said they had to attend, 38 per cent sometimes had to attend, while for the remaining 24 per cent attendance was not compulsory. Among those who answered the question about reasons for non-attendance, 50 per cent attributed this to lack of time, while the remainder referred to lack of interest, disenchantment, illness and lack of requirements, in that order. When asked how useful PD had been, teachers responded as follows (Figure 26):

Figure 26: Perceived usefulness of PD sessions in Kuwait
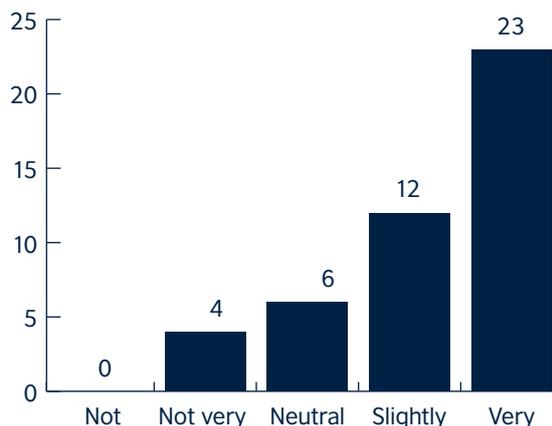
It is interesting to note that the vast majority of respondents found PD sessions very useful, while few reported them as being not very useful, which suggests that this, plus the relatively high salary, could explain why Kuwait is a popular place to be an ELT professional. Most teachers liked the practical- and/or classroom-based sessions best, while some did not care for lectures, theory, talks about things they already knew, sessions about research, or those where the speaker was unprepared or had misjudged the audience. In terms of sessions they would like to attend, language needs were favoured by 75 per cent of respondents, followed by pedagogical needs (71 per cent) and literary needs (60 per cent).

6.1.4 Retention

It appears that teachers in Kuwait had a large number of reasons for joining the teaching profession (as illustrated in Figure 27), the most popular being the potential for changing lives; promotion prospects, family approval and lack of other opportunities did not seem to feature significantly. They did not really seem to have any single expectation when becoming English language teachers, but for those that did, 67 per cent said that they had achieved them, while 22 per cent said they had not; the remainder were unsure.

Figure 27: Reasons for joining the teaching profession (Kuwait participants)

Working with younger people	21
Salary/benefits	17
Job security	17
Lifestyle/family situation	18
Variety in teaching	12
Mental stimulation	23
Love for English teaching	21
Promotion prospects	5
Contribute to society	25
Status of profession	8
Potential for changing lives	29
Family approval	4
Lack of other opportunities	3
Other	8
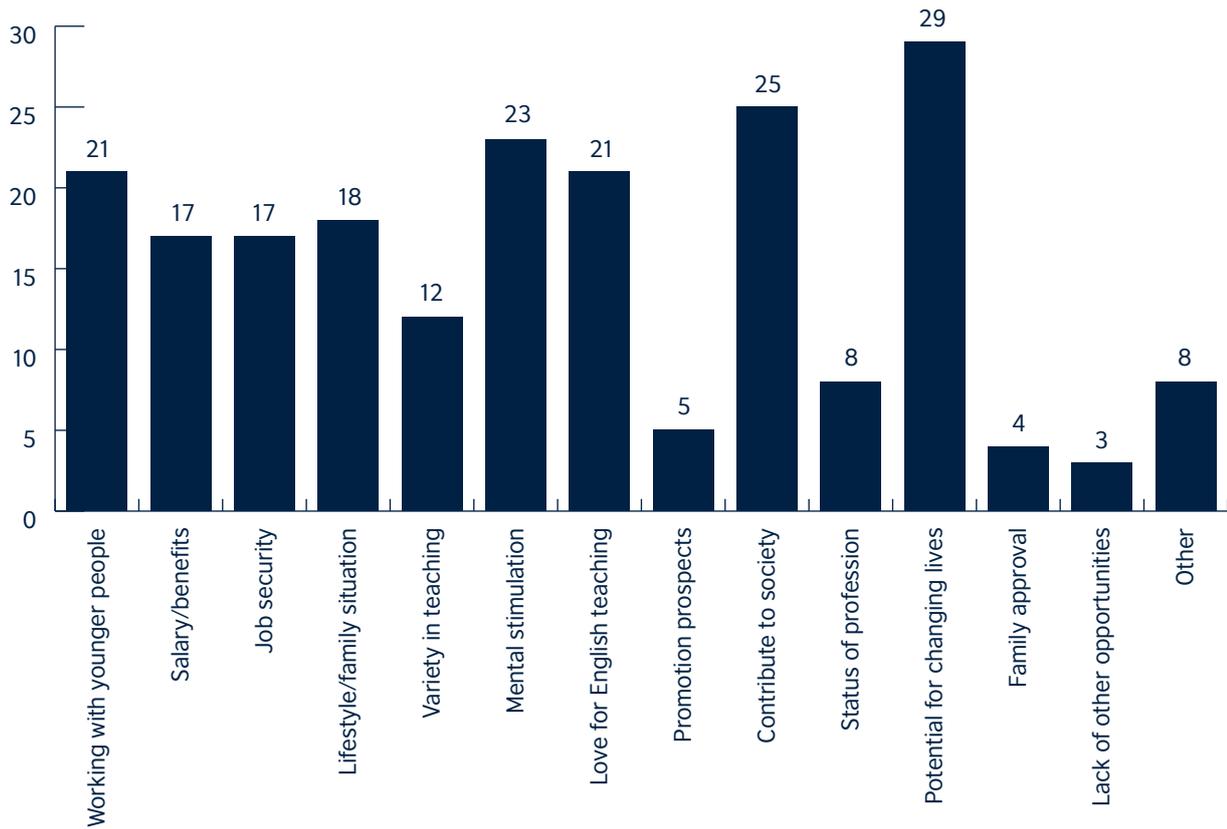
Figure 28: Working conditions in Kuwait

Satisfied
Dissatisfied
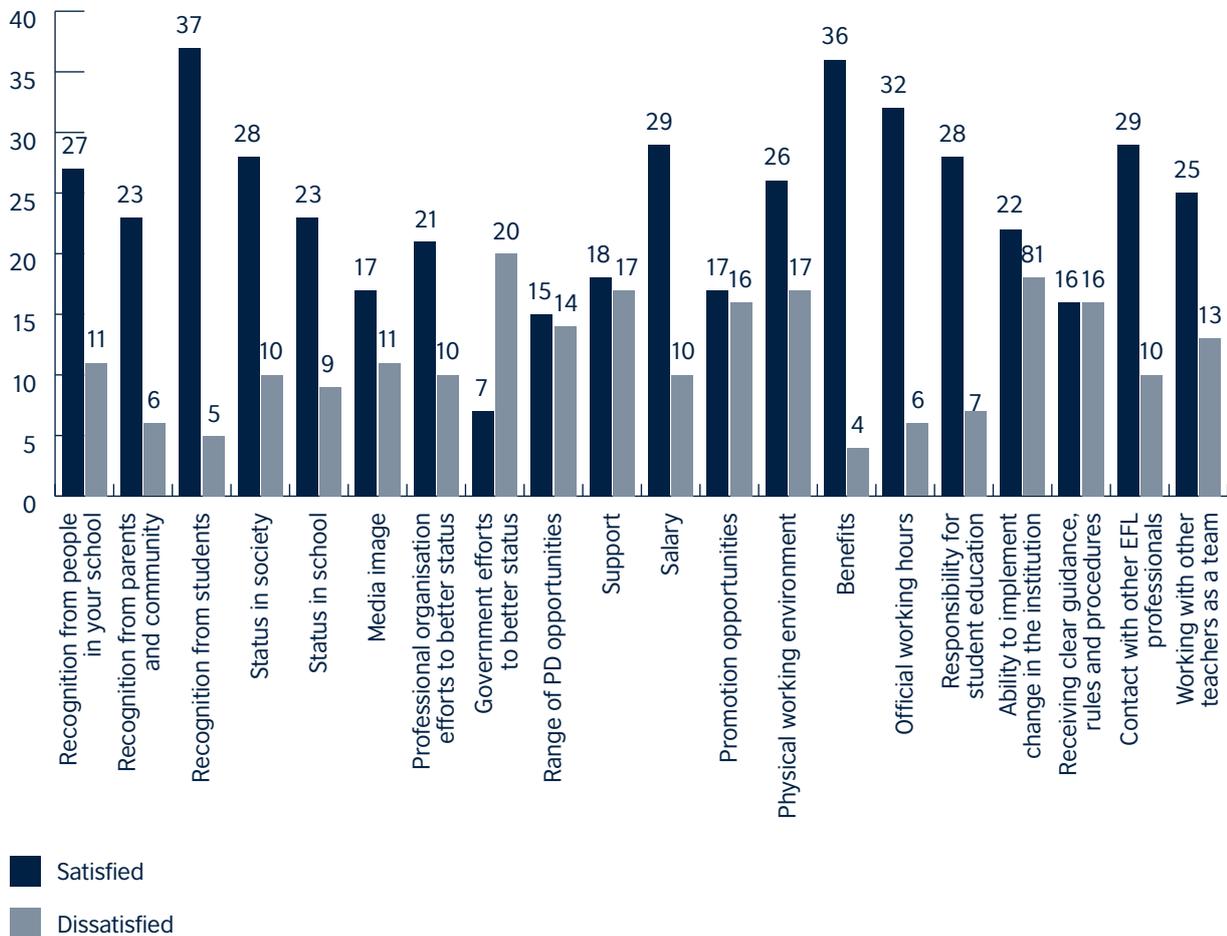
In terms of working conditions in Kuwait (Figure 28), satisfaction seemed to outweigh dissatisfaction for English teachers, with the sole exception of the reference to government efforts to better their status. They seemed to be very happy with benefits and student recognition, working hours and their responsibility for student education, although guidance, promotion opportunities, support and the range of PD opportunities available seemed to fall in the middle.

6.2 The United Arab Emirates

6.2.1 Participants

The UAE had a total of 75 respondents to the survey. Responses were generated predominantly from the online link that was sent out using email lists and friends/colleagues; others were generated through the TESOL Arabia conference held in Dubai. Of the 75 respondents, it was interesting to find that only ten per cent had worked in other countries, which leaves 90 per cent of participants who had worked only in the UAE. At first glance, it may appear that the majority of respondents were originally from the UAE, but this was not the case, as the response distribution chart indicates (Figure 29):

It is interesting to note that only three respondents were from the UAE, while more than half were from English-speaking countries and less than 25 per cent were from other Arabic-speaking countries. Of total respondents, 62 per cent were women, and only 38 per cent were male, with more than 80 per cent over the age of 40, although the range extended from 26 to 61-plus. Of the survey participants, 22 per cent were between the ages of 46 and 50: most (61.4 per cent) were married, with 21 per cent single, 14 per cent divorced and almost three per cent widowed.

Figure 29: Respondent nationality in the UAE
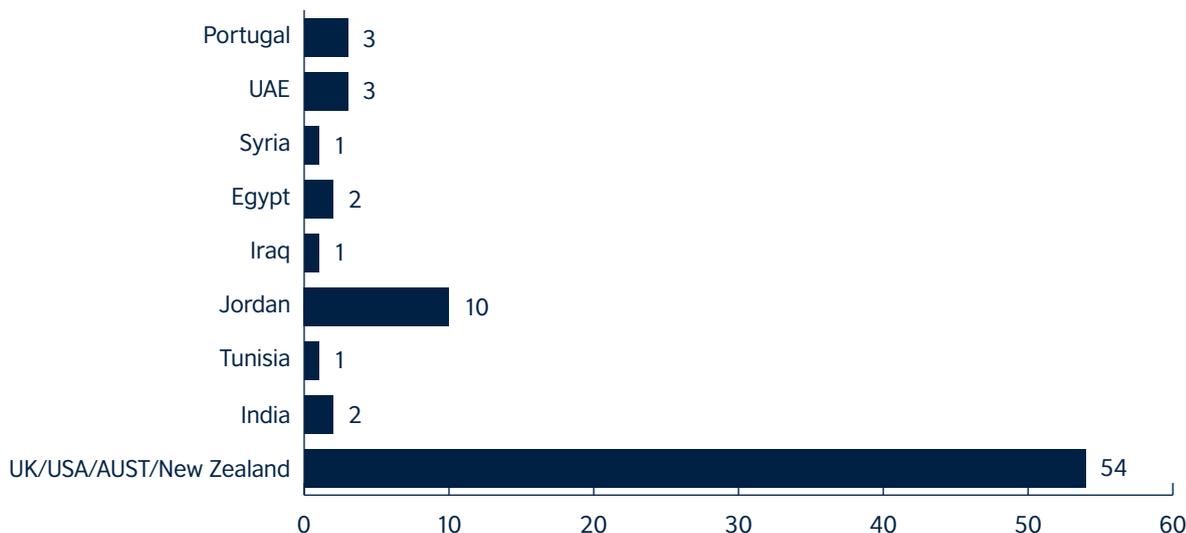
The survey also requested information on the respondent's location in the UAE, which has seven component Emirates, and the results are presented in Figure 30.

Figure 30: Location of respondents in the UAE
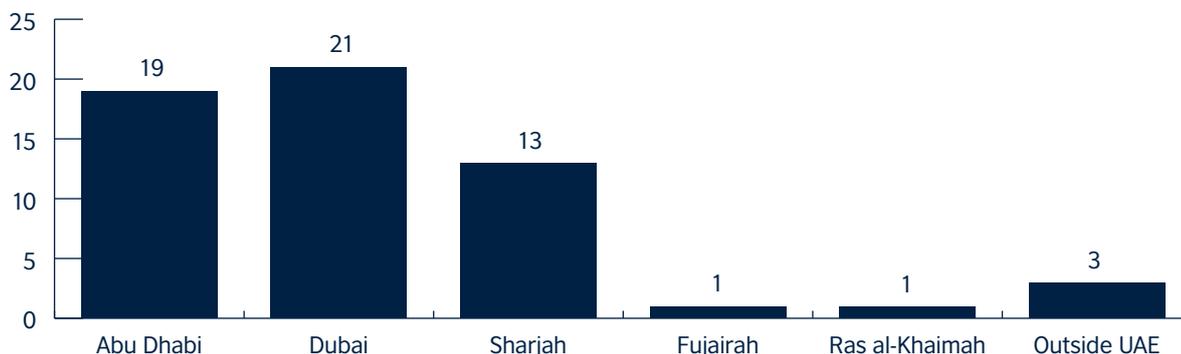
As Figure 30 indicates, the greatest number of respondents were from the three largest emirates in the UAE: Dubai, Abu Dhabi and Sharjah, respectively. With more than 56 per cent of instructors having more than 25 years of experience in teaching English, and given that 88 per cent of their schools are in large cities in which English is commonly spoken, it is not surprising that almost 99 per cent of them used English outside of the classroom.

Over two-thirds of all respondents (67 per cent) had worked in universities, followed by 29 per cent in middle or high schools and seven per cent in language schools. Only nine per cent had worked in elementary or pre-schools. Although the survey was made available to university, high school and middle school instructors, the majority of respondents were from the tertiary level. Monthly salaries ranged from 14,000 Dirhams per month (about US$3,815) to 35,000 Dirhams per month (about US$9,500). No information is currently available to account for the wide gap in compensation. Of the respondents, 50 per cent described their English as being at the native-speaker level, with 17 per cent responding that they spoke only one language (English) and 41 per cent claiming bilingual proficiency. Of the 69 who answered the question, only 33 per cent listed Arabic as one of the languages they spoke.

6.2.2 Teacher recruitment

Of the respondents, 84 per cent had an undergraduate degree, 70 per cent had a master's and less than 18 per cent had a doctorate. Of the 63 undergraduate degrees listed by teachers, 62 per cent were in English education, or a related field such as linguistics. Possession of a degree appears to be a requirement for teaching, but, as stated in one of the teacher interviews, 'Their standards are not really very high,' and the 'quality of teachers not so good' [Teacher 1A]. This opinion may be a reflection of the fact that almost half of the instructors surveyed did not have an undergraduate degree in the field and only 43 per cent had a specialisation qualification such as TESOL or CELTA. When asked what qualifications got them the job, 44 per cent specifically mentioned a master's, with only 13 per cent mentioning certificates in conjunction with another degree, and only four per cent identifying certificates alone, such as the CELTA. According to the interviewees, competency or proficiency testing was not conducted for instructors, nor did they make mention of there being specific educational requirements for their teaching positions.

Respondents did not view experience as a significant factor in acquiring their teaching positions. When asked what qualifications gained them their jobs, only 25 per cent of respondents listed years of teaching as being a factor, although more than 75 per cent had more than 20 years of experience.

Respondents were also asked if they had to apply for their teaching positions. Of the 68 per cent who replied, all but three did not have to apply for the job because they were teacher trainees. When asked if they had to interview for the job, 96 per cent of those who answered said they were interviewed in person or by video, with four per cent not being interviewed. This leads to the assumption that the vast majority of instructors had to apply for the job and that, although a degree was a requirement, the type of degree held by interviewees varied. When instructors were asked what qualifications helped them to obtain the job, several listed the type of degree they had earned, while 32 per cent of the 53 specifically listed experience as a deciding factor.

6.2.3 In-service activities

Figure 31: Perception of professional development sessions in the UAE
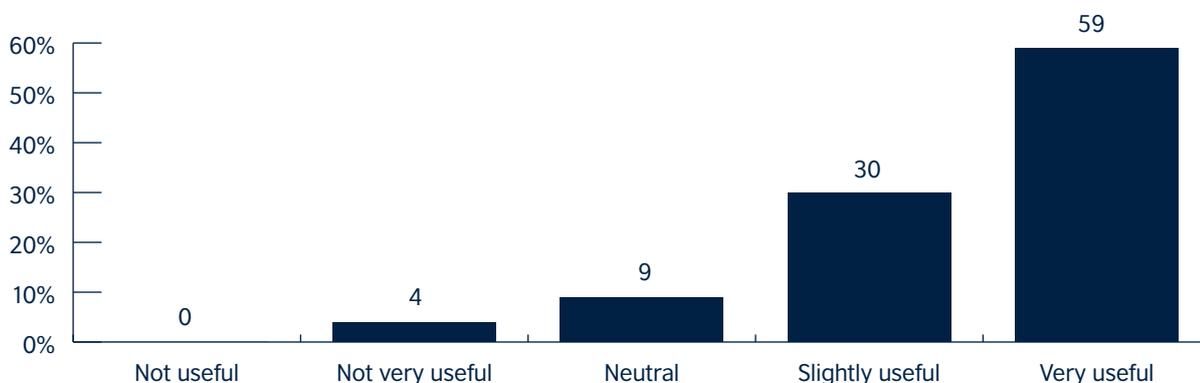
As Figure 31 indicates, less than five per cent responded negatively regarding the usefulness of PD sessions, leaving the majority finding them useful. When asked if they were required to attend, more than 41 per cent responded that they were, and 43 per cent said they were sometimes required. PD sessions were designed to cover issues specifically requested by instructors based on inquiries made at the start of the year. One interviewee stated that some types of PD activities were provided to instructors, 'mainly courses and workshops … they ask them at the beginning of the year about the PD topics' [Teacher 2A]. PD activities were scheduled based on the feedback received, so the fact that instructors have input into the selection of PD topics may be a reason for such positive feedback.

Figure 32: Future PD courses needed in the UAE
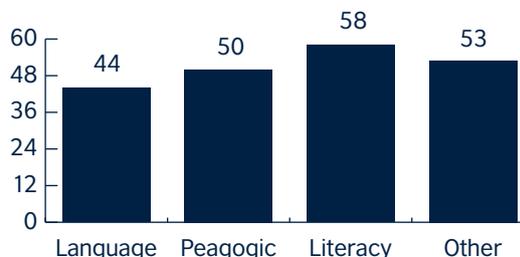
PD sessions played an important role for both instructors and administration. Figure 32 provides an idea of the kinds of sessions instructors would find useful, and, as indicated, the majority of respondents (58 per cent) valued literacy needs such as IT, social media and tablet use as topics that would interest them. Focus here was on the incorporation of technology into the classroom, which is common in the UAE, particularly at tertiary and pre-tertiary levels. Interestingly, when asked about teacher resources, respondents revealed that the vast majority (98 per cent) had Internet access in the classroom while only 72 per cent had access to textbooks.

6.2.4 Teacher retention

Figure 33: Reasons for entering the teaching profession (UAE participants)

Reasons provided	Percentage response
Other	16
Lack of opportunity	18
Family approval	5
Changing student lives	51
Contributing to society	45
Promotion prospects	2
Love of English teaching	44
Mentally stimulating	38
Variety in teaching	33
Fitted lifestyle/familysituation	53
Job security	20
Salary benefits	13
Working with young	31
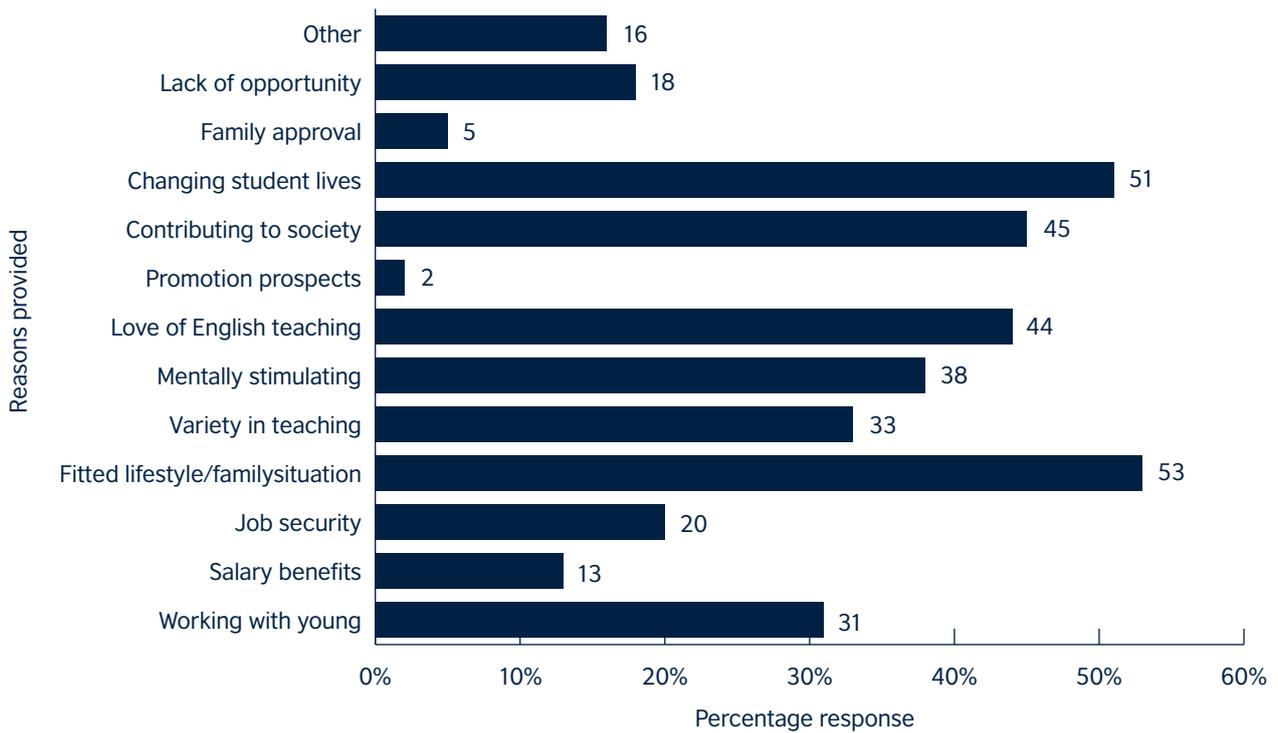
When questioned about the main reasons they had for entering the teaching profession (Figure 33), more than 50 per cent of respondents felt that it fitted into their family lifestyle. It is interesting to note that less than six per cent chose the profession because family would approve, which leads to the belief that the way the profession fits into the respondent's lifestyle is viewed more from a personal perspective, rather than being externalised to the family. This is reflected by one respondent's opinion that the working day is 'not so long' [T4] as well as her observation that she loved teaching English, an opinion with which 44 per cent of respondents agreed.

6.3 The remaining Gulf Cooperation Council (GCC) countries (Bahrain, Oman, Qatar and Saudi Arabia)

6.3.1 Participants

In terms of the remaining survey respondents from the GCC states, it was decided to group those together if they did not come from Kuwait or the UAE, as participants had generally responded as part of the TESOL Arabia list, which includes those who attend the annual conference in Dubai. This was a relatively small group (25 respondents), possibly because they had not been individually snowballed, as in Kuwait and the UAE. The distribution of responses was as follows in Figure 34:

Figure 34: Research country where respondents work/have worked (UAE participants)

Oman 9 per cent
Bahrain 0 per cent
Qatar 5 per cent
KSA 11 per cent
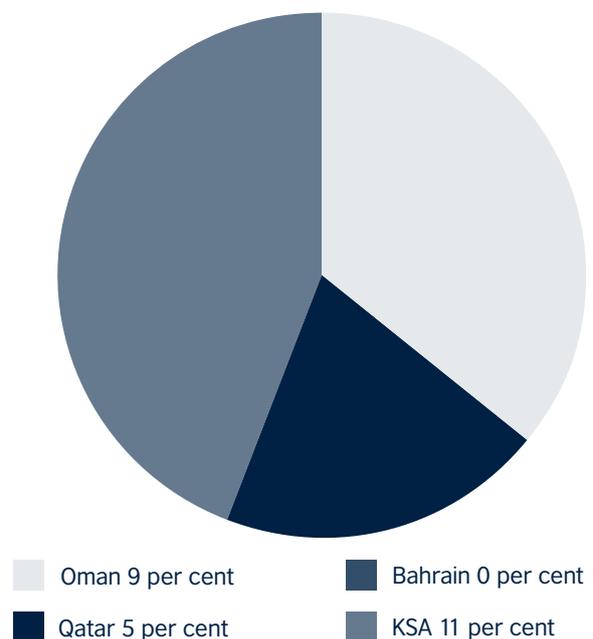
It is interesting to note that there were no respondents from Bahrain, possibly because the survey was online at a potentially unstable time in the country. ELT professionals in Oman, Qatar and Saudi Arabia had a number of different nationalities, as illustrated in Figure 35, although the prominent origin was the USA.

Figure 35: Country of origin of remaining GCC participants
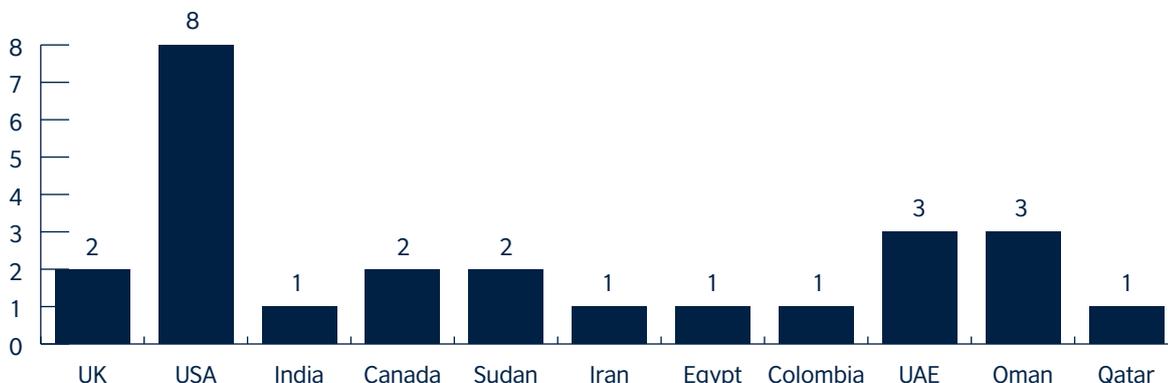
Some 48 per cent of the GCC respondents were male and 52 per cent female, with an average age of 36 to 40, although the range extended from 26 to 61-plus. Nearly 60 per cent worked or had worked in universities, followed by 35 per cent in middle or high schools and 18 per cent in language schools; only 13 per cent had worked in elementary or pre-schools. Monthly salaries ranged from

100 Omani Riyals per month (about US$240) for a teacher working in a middle school in rural Oman, to 27,000 Qatari Riyals (US$7,400) for a university lecturer in Doha. 56 per cent of respondents were married and 18 per cent were single. 52 per cent described their English as being native speaker level, while additional languages spoken are shown in Figure 36.

Figure 36: Additional languages spoken by participants in the remaining GCC countries
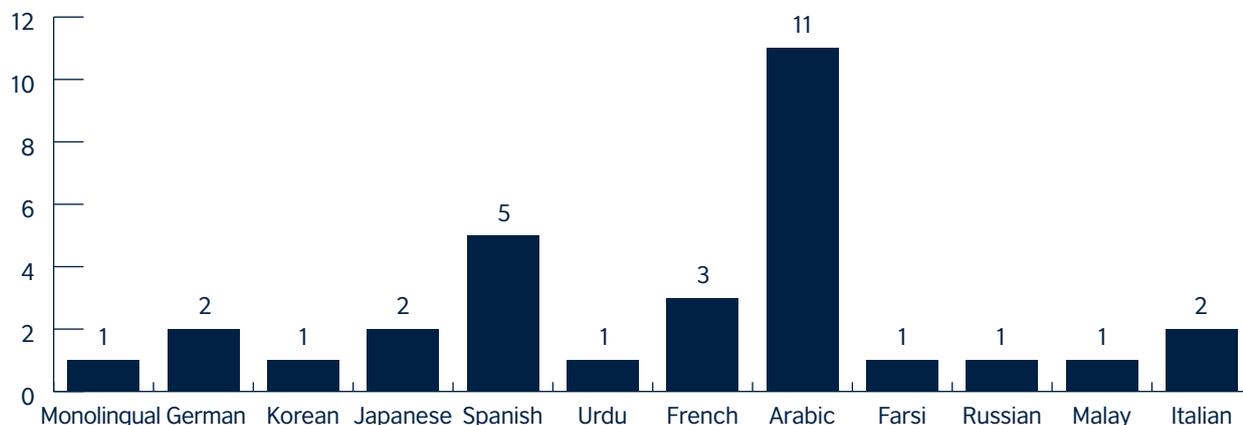
It is not really surprising that Arabic is the main additional language, although all participants said that they used English outside their school context. The majority of teachers had spent six to ten years teaching English, as can be seen in Figure 37, and most schools (88 per cent) were in towns.

Figure 37: Years spent teaching English in remaining GCC countries
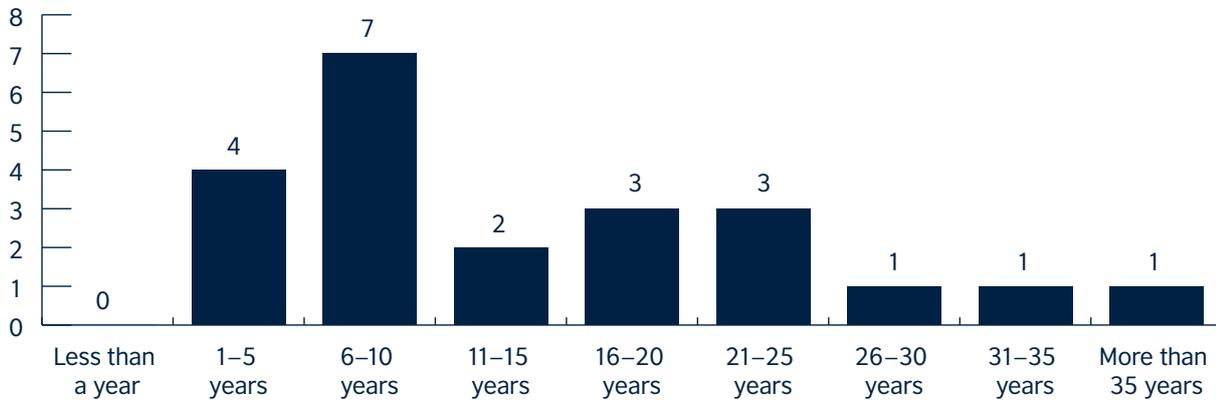
80 per cent of GCC respondents had an undergraduate degree, 61 per cent had a master's and 33 per cent had a doctorate, suggesting that qualifications are very important in this environment. Full-time English language teachers had between one (Omani Primary School) and 30 (Saudi Military Academy) classes per week, with a regional average of 20 students per class. Teachers generally felt that learners had been placed in the appropriate level, and most did between five and ten hours of preparation per week. As illustrated in Figure 38, schools and universities in the GCC were generally well equipped, with a range of resources.

Figure 38: Teaching resources available to respondents in remaining GCC countries
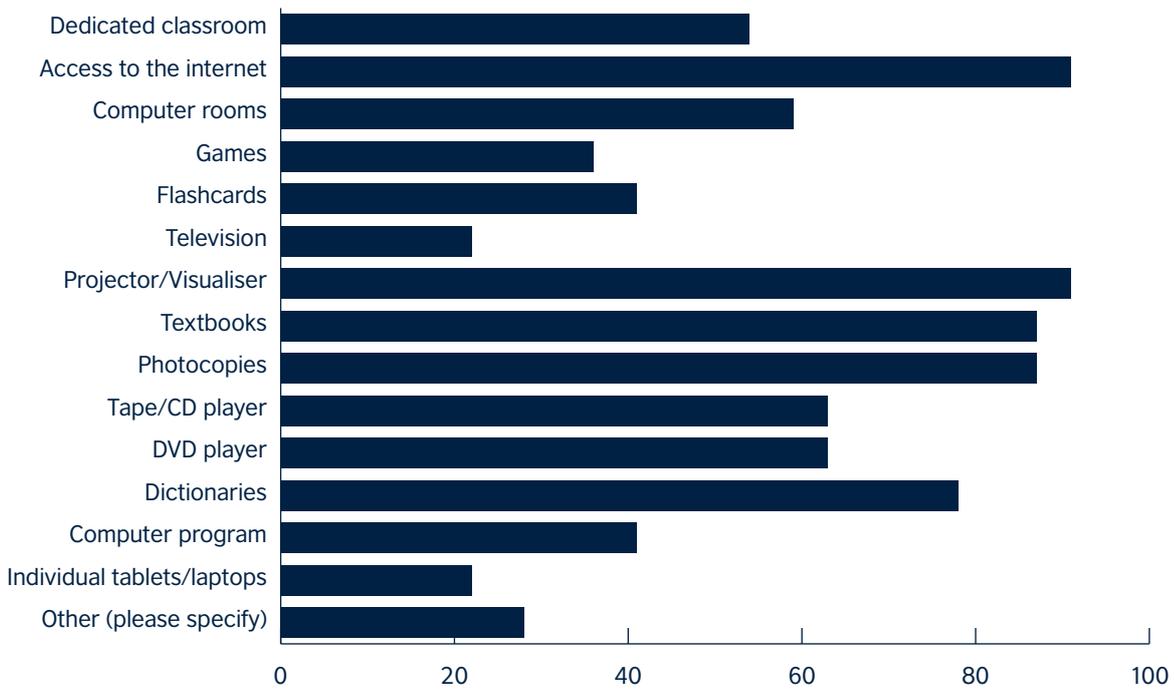
6.3.2 Teacher recruitment

Only 18 of the 25 GCC respondents answered this section and, of this total, 56 per cent worked in schools and 44 per cent in universities, demonstrating an interesting relationship in terms of those who completed the survey. All of these English language teachers (bar one, who is a teacher trainer) were interviewed when they applied for the post and had obtained their jobs because of the following qualifications (Figure 39):

Figure 39: Qualifications for employment in remaining GCC countries

MA/MSc/TESL/TESOL

BA Linguistics

PhD

TEFL qualification

Teacher trainer

Teacher experience

IELTS

Research experience
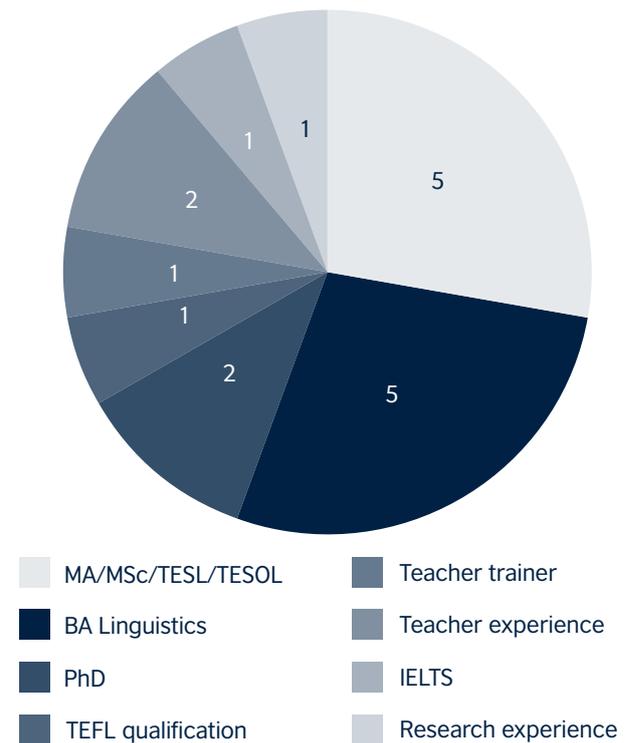
It is interesting to note that the qualifications preferred were predominantly degree-based in this research sample; teacher experience did not feature significantly. Some 83 per cent of respondents had a job interview, but 50 per cent did not need to provide an English language test or teaching certificate, although some did rely on master's or doctoral certificates. In terms of the questions interviewees were asked, they fell into the following categories, as shown in Figure 40:

Figure 40: Question topics at interview in remaining GCC countries

- Curriculum
- Teaching beliefs
- Cultural awareness
- Computing ability
- Methodology
- Classroom management
- Team player
- English grammar
- Why choose this job
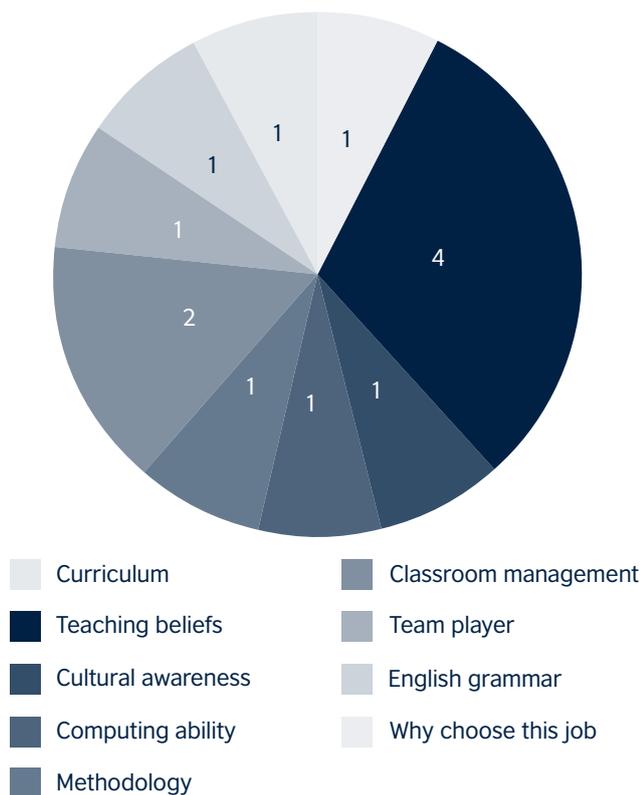
The main regional focus for interviewees seemed to be teacher beliefs and the way in which they managed the classroom, although a range of areas has been covered. Recruitment methods varied throughout the GCC, but the Saudi Arabian approach seems to be relatively common:

> *The vast, vast majority of teachers are recruited by recruitment agencies or companies; the only way to get into Saudi Arabia as what they call a direct hire is to have a master's degree in the field ... not having that pretty much destines you to completely rely on recruiters and obviously the recruiters take a cut of your salary from your package, and yeah that's the way it's done.* [Teacher A]

6.3.3 In-service training

Two-thirds of respondents said they were currently teaching English in the public sector, with those who had moved to the private sector giving their reasons as better benefits, housing issues and promotion, or greater responsibility.

Figure 41: In-service training in remaining GCC countries

- No training
- 1+ session
- 2+ sessions
- 3+ sessions
- 3+ sessions per year
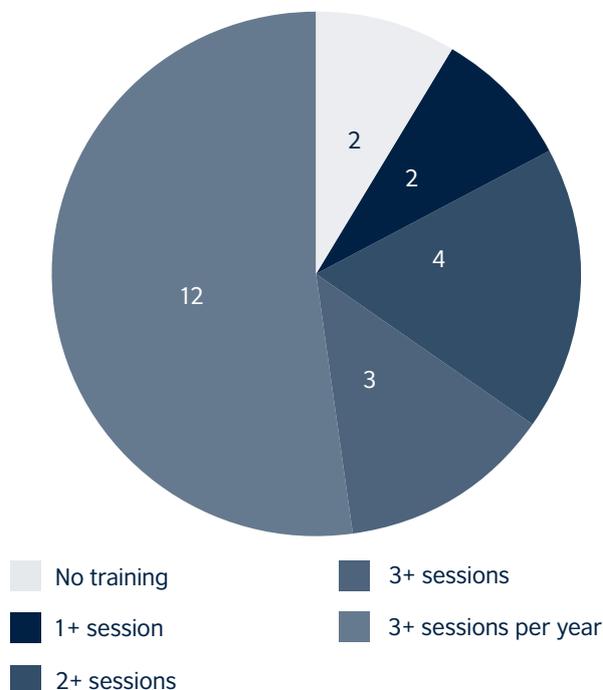
Although some participants had no training or PD at all (Figure 41), it seems that the majority would expect to receive three sessions or more per year, with most being provided by staff in their own school or visiting experts. Most were expected to attend, with the main reasons for non-attendance being clashes with teaching obligations or lack of relevance to personal teaching contexts. Proof of attendance was usually required, and 80 per cent had found the PD sessions offered to be useful.

6.3.4 Teacher retention

In Figure 42 it can be seen that most of those teaching English in the GCC were there because they loved teaching, had the potential to change lives and were contributing to society, as well as the way in which the profession fitted into lifestyle. Interestingly, very few entered the profession because of promotion prospects.

Figure 42: Reasons for entering the teaching profession in remaining GCC countries
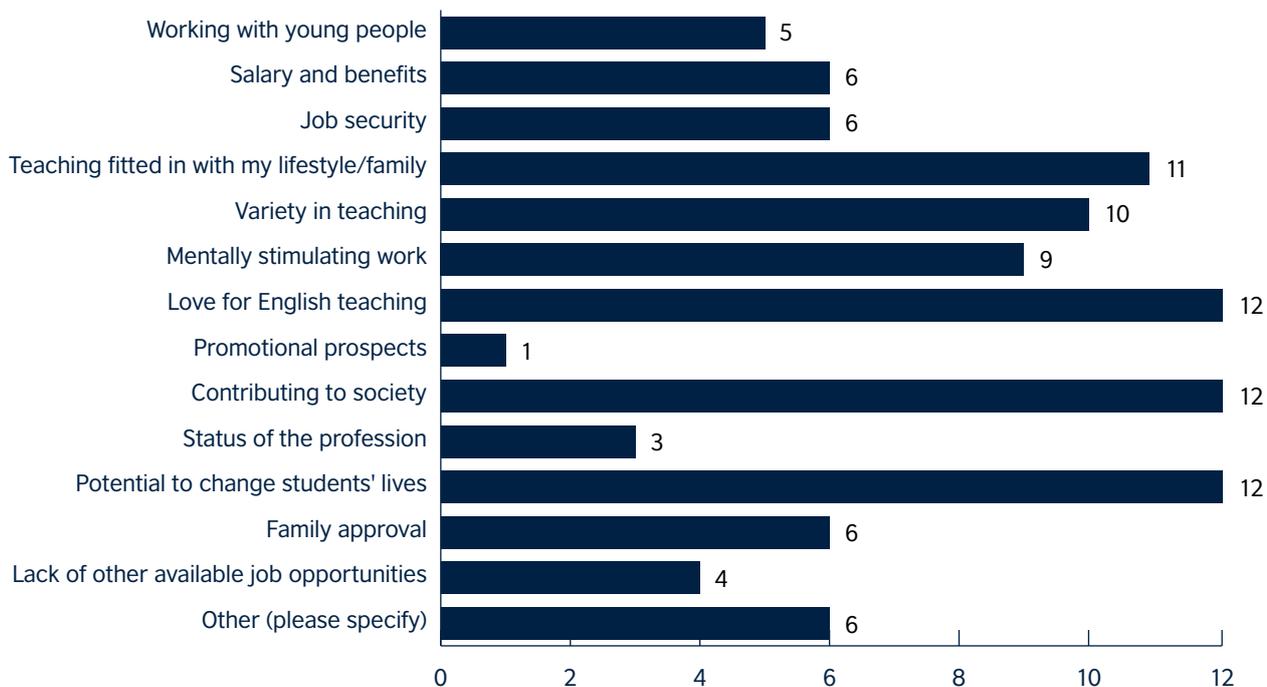
In terms of whether or not teaching expectations had been realised, the ratio was about 50:50 for the respondents who answered this question. Although some said that they had no expectations when they started, more positive questionnaire answers included 'Yes, there is never a dull moment. I've had a good run and won't fully retire even when I retire. There will always be students who I can teach and help to better themselves' [Teacher B]. This response is supported by the interview data, but there are others who are less positive:

> My job is to teach English to those who want to learn and entertain the others who are there for a certificate or because they are being forced. While as a teacher I try to look out for those who want to learn, I know that the set up of my workplace's curriculum and schedule do not aid students. [Teacher C]

This teacher goes on to say that the focus of administration in his college is on keeping students happy, which does suggest that there may be something of a mismatch between teacher aspirations and the reality of the work they are doing.

6.4 Summary: Middle East

In Kuwait the majority of teachers participating in the survey were either nationals or born in the USA and most were aged between 31 and 60, suggesting that experience is valued in this context. However, with regard to country of birth, there is no data on the supposedly high number of Syrian-, Jordanian- or Egyptian-born teachers currently teaching all subjects, including English, in Kuwait's government schools. The majority of respondents were female, and/or worked in universities, followed by high and elementary schools, and salaries were generally up to US$3,300, although some teachers (eight per cent) earned in excess of US$8,000. The majority of participants had been teaching English for 16–20 years, with nearly 80 per cent describing themselves as being native speakers. They taught between 16 and 21 hours per week, with an average of 21 to 25 students per class. In terms of recruitment, there seem to be opposing views about the way that this is carried out, but nearly all teachers were interviewed for their current posts and believed that the most capable applicants had been hired. Respondents generally found PD to be very useful, with three or more opportunities provided per year, and the vast majority belonged to a professional organisation such as TESOL. A number of reasons were suggested for joining the teaching profession, the most popular of which were the potential for changing lives and contributing to society; however, promotion prospects were not rated. With reference to working conditions, recognition from students and benefits were the most common positives, while government efforts to improve status were viewed negatively.

English NS teachers predominated in the UAE sample, many of who had only worked in that country; there were just three Emirati teachers. The vast majority of participants worked in the three main Emirates of Abu Dhabi, Dubai and Sharjah, two-thirds were women and more than 80 per cent of respondents were aged over 40, suggesting a possible recruitment focus on experience, as with the Kuwait sample. The largest number of responding teachers worked in universities, while the smallest percentage were employed by primary and pre-primary schools. Salaries were generally high, ranging from US$3,000 to $9,000 per month, and over two-thirds of teachers had a master's degree. One-fifth also had a doctoral degree, suggesting that qualifications are very important in this context. Almost everyone was interviewed in order to get their English teaching job, while very few responded negatively about their experience with PD: most had input into the type of in-service training they were offered. Demonstrating the modern context, nearly all teachers had access to the Internet in the classroom, but, interestingly, only 72 per cent had textbooks. The main reason chosen by participants for staying in the profession was that it fitted in with family lifestyle, although changing lives, contributing to society and love of English were also important. There were a large number of similarities between the Kuwait and UAE samples.

Bearing in mind that the research sample from the remaining GCC countries was very small, most of the teachers responding to the questionnaire seemed to be from the USA, which perhaps reflects familiarity with a research culture. However, in second place were teachers from Oman and the UAE; Omanis taught in their own country, but the expertise of Emirati teachers seems to be spreading through the ME. Half of the teachers were male and half female, with the majority working in tertiary environments: monthly salaries ranged from US$260 per month (in a school) to US$7,400 (in a Qatari university). In terms of qualifications, postgraduate degrees were prevalent, with over 60 per cent having master's degree and one-third having doctoral qualifications, which seems to demonstrate that they are deemed an important asset in potential teachers. All were apparently interviewed during their recruitment process and were asked questions on a range of pedagogic topics. PD sessions appeared to be regular for the majority of teachers and they reported that they generally found them useful. Most worked in the GCC because they enjoy English and wanted to make a difference, although only 50 per cent would describe the profession as meeting their expectations.

7

Discussion and observations

Data collected during the study has significance, both in terms of the region in which it was gathered and the implication for other countries where challenges facing English language teacher recruiters are comparable or anticipated. Key commonalities and differences are summarised in this section.

7.1 Profiles of teachers engaging with the research

In all countries surveyed the majority of respondents were female, which suggests that participant figures reflect the demographic composition of the field. Previous research in Colombia indicates that most English language teachers are female (Cárdenas and Cháves, 2010; Gonzáles and Montoya, 2010), which is perhaps reflected in the fact that the profession there is viewed as providing stability, as in Mexico. Stability in LA is so important that some teachers are able to pass their work on to relatives when they retire. In the ME, however, where most education work is linked to fixed contract periods, stability is not considered to be a key factor, while salary and benefits are; if a teacher is planning to relocate, then there needs to be some incentive provided. This region seems to be particularly attractive for women operating as sole earners, perhaps because of the perceived safety of the employment environment.

Moore (2004) argues that effective teachers are essentially pragmatic in the way in which they deal with the requirements of their work, careers and educational reform. This has a great deal to do with their view of themselves and their own professional identities (Varghese et al., 2005), and means that they are able to adapt, survive and reposition themselves (Moore, *ibid.*) in order to cope with a changing environment. Research data from this project suggests that this is possibly more important for those English language teachers operating in the ME, but that with the increased demand for qualifications in LA, this is something that both regions will soon have in common.

7.2 Responding to the research questions: a comparison between LA and the ME

In several of the six countries/regions the data seems to reflect the fact that teacher management and supervision is an issue in its own right, which is why it has been important to include the voices of those who are involved in the daily management of the teaching process: both teachers and supervisors. The information provided below is generally a reflection of the composition of questionnaire respondents, informed by interview data, and table headings link directly to the research questions.

7.2.1 Recruitment

Table 4: Qualifications required of primary, secondary and tertiary English teachers

Country	Primary ELT qualifications	Secondary ELT qualifications	Tertiary ELT qualifications
Brazil	Bachelor's degree	Bachelor's degree	Specialisation MA/PhD
Colombia	Bachelor's degree in any subject matter	Bachelor's degree	MA/PhD
Mexico	Bachelor's degree (but not necessarily in ELT)	Bachelor's degree (but not necessarily in ELT)	BA in ELT or in EFL (a postgraduate degree is highly desired)
Kuwait	Bachelor's degree	Bachelor's degree	MA/PhD
The UAE	Bachelor's degree	Bachelor's degree	MA/PhD
Rest of the GCC	Bachelor's degree	Bachelor's degree	MA/PhD

From Table 4 it can be seen that all countries require a bachelor's degree to teach English to primary learners, although Colombia and Mexico do not necessarily require this to be in ELT, and this is the same at secondary level. For tertiary students, all countries require a master's or PhD, with the exception of Mexico, which prefers the higher qualifications, although a BA is needed.

Table 5: Qualifications that English language teachers possess at primary, secondary and tertiary levels

Country	Primary ELT qualifications	Secondary ELT qualifications	Tertiary ELT qualifications
Brazil	Bachelor's degree, Specialisation, MA	Bachelor's degree, Specialisation, MA/PhD	Specialisation, MA/PhD
Colombia	Bachelor's degree in any subject matter	Bachelor's degree	MA/PhD
Mexico	The vast majority have a BA (not always in ELT)	BA (not always in ELT)	BA, but the vast majority have an MA and some have a PhD
Kuwait	Bachelor's degree	Bachelor's degree	MA/PhD
The UAE	Bachelor's degree	Bachelor's degree	MA/PhD
Rest of the GCC	Bachelor's degree	Bachelor's degree/MA	MA/PhD

The data provided in Tables 5 and 6 generally seems to correspond, although once again Mexico provides the exception, despite the fact that most tertiary teachers have an MA or PhD. It is interesting to note that Brazil has masters-qualified teachers working at all levels, mainly due to the expansion of postgraduate courses within the country, and incentives such as career advancement for teachers to take these courses. Additionally, some teachers work at both universities and secondary/primary schools. In Colombia few teachers have graduate qualifications in ELT, while almost 25 per cent teach without academic credentials (Cárdenas and Cháves,

2010; González and Montoya, 2010), but this situation is most common in primary schools, increasing the gap between public and private education.

Secondary schools in the GCC also have highly qualified teachers, although this is perhaps more due to the belief that the higher the qualifications, the more effective a teacher is (Boyd et al., 2005); there also seems to be a perceived link between higher qualifications and experience. However, within the six research countries it does appear that the commonalities are stronger than the differences.

Table 6: Proportion of English teachers that are non-native speakers (NNS) and native speakers (NS)

Country	NNS English teachers	NS English teachers
Brazil	99 per cent	1 per cent
Colombia	100 per cent	-
Mexico	98 per cent	2 per cent
Kuwait	66 per cent	33 per cent
The UAE	38 per cent	62 per cent
Rest of the GCC	52 per cent	48 per cent

For the purpose of this research, NS English language teachers are those who were born in the UK, North America, Australasia and South Africa, while NNS are generally those who were born in the research country, although that is not always the case. In Table 6 there are significant differences between LA and the ME: in LA nearly everyone is NNS, while in the ME there is a much higher proportion of native speakers, led by the UAE, which seems to be a destination of choice for NS language teachers seeking employment in another country.

Not surprisingly, the range of nationalities recruited varies significantly between regions. In LA, the vast majority of English language teachers are locally recruited, although a lot of work is being carried out nationally to provide them with opportunities to gain additional qualifications in universities and training colleges. Recruitment procedures also vary: in Colombia, for example, this is based on a test and an interview, which evaluates academic merits and professional strengths, but there is no oral proficiency test. There are apparently inconsistencies in both regions, but in the ME teachers still seem to be recruited internationally,

with a focus on qualifications and experience. Although there are a number of nationals working in ELT in Kuwait, in the UAE the majority of instructors are not Emirati, although 90 per cent of respondents say that this is the only country where they have worked as an English language teacher.

Although a small number of NS teachers responded to the survey in this region, LA does not appear to be an attractive area for them to work in. The largest number is the three per cent working in Brazil, suggesting that higher salaries, as offered in the ME, are perhaps stronger incentives to encourage NS teachers to relocate (Figlio, 2002). Interestingly, however, Brazil does seem to have a higher average salary than Colombia and Mexico, where it is approximately US$450 per month. Teachers report that this can be insufficient in relation to living expenses, indicating a lower socio-economic status in terms of other professionals. Teachers in all countries suggested that they did not feel that they had sufficient support from governments, which can be reflected in the salary offered in comparison with other education professionals.

7.2.2 Teacher in-service education and professional development (PD)

Table 7: English language in-service teacher education programmes available and those that would be desirable

Country	In-service education available	In-service education requested
Brazil	PD generally offered by the MoE, peers or visiting experts. Some training online.	Equal proportions of teachers would like language, pedagogic and/or literacy in-service training. A smaller percentage requested other courses.
Colombia	Courses provided by local universities or the MoE. National or international experts. Online courses provided by publishers or training agencies.	A high number of teachers (85 per cent) reported being more interested in pedagogical training. Language skills needs for 71 per cent, literacy needs 56 per cent and other needs 49 per cent.
Mexico	Almost none in schools. In universities there are workshops, courses, sessions led by colleagues or visiting experts. Some online courses offered.	Additional in-service education in all four areas suggested (pedagogic, language, literacy and others), but development of communication skills in general was the most requested.
Kuwait	PD sessions generally led by visiting experts, peers or online. A few sessions are run by the MoE. 78 per cent of teachers find the sessions beneficial.	Nearly 75 per cent of teachers would like more language training in terms of reading, writing and vocabulary. Pedagogic courses (methodology and teaching skills) are also wanted, with six per cent wanting literacy training. Behaviour and management training also feature.

Country	In-service education available	In-service education requested
The UAE	PD sessions usually led by staff from own school. Visiting experts. Online sessions. MoE-provided sessions.	Almost equal proportions of teachers would like more sessions in each of the four areas: language, pedagogic, literacy and other courses.
Rest of the GCC	PD sessions led by colleagues, MoE or visiting experts. Component of online learning. Teachers often belong to professional ELT organisations. 80 per cent of teachers find PD sessions beneficial.	Equal proportions of teachers would like more sessions in the four areas suggested: language, pedagogic, literacy and other courses.

It was not uncommon for respondents to skip this question. As an example, in Brazil 137 teachers answered but 61 did not, and even fewer teachers responded to the question about the PD sessions they would like to have. However, those teachers who provided the responses recorded in Table 7 all seem to have had the opportunity to take part in online training, and the ME countries appear to be relatively similar, both in terms of courses offered and those teachers would like to take. In LA, Brazil and Colombia are also similar, with PD being provided by visiting experts at all levels, and teachers expressing comparative interest in courses they would like to attend. In Mexico, however, there are very few courses offered to school teachers, and most training takes place at universities; teachers also seem keen to take courses in communication skills.

Table 8: Characteristics of in-service training (PD)

Country	Amount of in-service training	Is attendance compulsory?
Brazil	48 per cent received three or more courses per year, with 27 per cent having none at all. The remaining teachers have had one or two sessions.	Almost equal proportions are expected to attend, sometimes attend, or do not have to attend.
Colombia	The majority of teachers are offered three courses per year but take one because there is no continuity in the offer. The major focus is on English development and teaching methodologies.	Usually not. However, some teachers receive credits for the training and that may increase their salary. Policy training for national standards, planning and assessment courses are compulsory.
Mexico	Majority of teachers have three or more sessions per year: 12 per cent reported no training at all.	Attendance is compulsory for teachers working in public schools but not for those working in universities.
Kuwait	Majority of teachers (61 per cent) have three or more PD sessions per year, but one per cent have received no PD training at all.	38 per cent have to attend, 38 per cent sometimes attend, while the remaining 24 per cent do not have to. However, over 66 per cent have to provide proof of attendance.
The UAE	The majority of teachers have three or more PD sessions per year.	Participants are expected to attend unless there are timetable clashes and often need to provide proof of attendance.
Rest of the GCC	The majority of teachers have three or more PD sessions per year, while less than ten per cent have no training.	Participants are expected to attend unless there are timetable clashes and often need to provide proof of attendance.

As Table 8 demonstrates, the ME countries are again relatively similar, with regular PD sessions being provided at all levels, and the majority of teachers being expected to attend and provide proof of having done so. Mexico is similar, although some teachers received no PD, and school teachers did have to attend PD if it was offered. In Brazil there appear to be large proportions of teachers who either received in-service training or did not, while in Colombia teachers seemed to have an average of one session annually, which could provide credits, leading to additional salary.

In the UAE the overwhelming majority of teachers had positive feelings about PD sessions, possibly because they seem to have had input into what these would be and courses were needs based. This also seems to be the case in Kuwait and the rest of the GCC, although anecdotal evidence previously suggested that 'conversations at the water-cooler' indicated that this was not, in fact, the case. However, perhaps this is explained because those who feel most positively about their profession are most likely to respond to the invitation to take part in the research, because of the presence of social desirability bias (Phillips and Clancy, 1972) or research fatigue (Clark, 2008).

In LA, in both Brazil and Colombia, the MoE is a strong provider of English in-service training, as they have a central role in the development of national policies for bilingualism, focusing on language competency and methodologies. For all three LA countries teachers have reported the need to develop their competencies in English, although Pedagogical and Methodological training was the second request in both Brazil and Colombia. In Brazil, teachers reported that the provision of PD was one of the most disappointing aspects of their employment (Table 10). Interestingly, teachers from all countries seem to want language training, which is surprising, as this also appears to apply to NS teachers in GCC countries, although the data indicates teachers want courses in all areas. Also, where professional teacher organisations are available (MEXTESOL, TESOL Arabia), they seem to be a popular source of personal PD.

7.2.3 Retention

Although questionnaire participants were generally still in post when responding to the questions, the best indication of their likelihood to stay in the profession was to ask about their expectations when they started in ELT and whether or not they had been realised; opinions are summarised in Tables 9 and 10.

Table 9: Teachers' expectations when they begin work

Country	Teaching expectations	Have they been realised?
Brazil	• Potential to impact student lives • Social contribution • Love of teaching English • Stimulating work	Some teachers focused on realisation in different areas, but, the majority seem to have been disappointed.
Colombia	• The majority of teachers have altruistic feelings about having an impact on society and changing students' lives. They also love English	The majority of teachers have a neutral position. There is high satisfaction for personal recognition and change, but high dissatisfaction for professional support and betterment of job conditions, mainly from the government.
Mexico	• Love for English teaching • Potential to change students' lives/attitudes • Contribute to society	Most teachers think expectations have been realised, but some feel that their expectations have not been realised due to the working conditions and lack of government support.
Kuwait	• Potential to change lives • Contribute to society • Mentally stimulating work • Working with young people • Love of English teaching	Teachers are expected to improve their English, learn about cultures, improve international relationships and develop intellectually – for 75 per cent, these aims have been realised.

Country	Teaching expectations	Have they been realised?
The UAE	• Changing student lives • Fits in with lifestyle • Contributing to society • Love of English teaching	50:50 – some respondents replied that they did not have any expectations.
Rest of the GCC	• Love for English teaching as a vocation • Changing student lives • Contributing to society • Fits in with lifestyle • Variety and mental stimulation	50:50 – some respondents replied that they did not have any expectations.

As Table 9 shows, in every country teachers indicated that their main expectations included the ability to change students' lives and contribute to society, and that they entered the ELT profession because they loved English, which is reassuring. In Brazil and Mexico most teachers have apparently not had their expectations realised, while in Colombia they are neutral. Interestingly, teachers in the UAE and the GCC also included the expectation that the profession would fit in with their lifestyle, which perhaps reflects the higher salaries on offer and the range of opportunities this gives them. However, in Kuwait, where teachers did not consider lifestyle as being so important, there was a much higher percentage (75 per cent) of teachers whose expectations had been realised, possibly because they were not looking for such an affluent environment.

Table 10: What English language teachers enjoy most and like least about their jobs

Country	Best aspects of ELT	Worst aspects of ELT
Brazil	• Recognition • Status • Responsibility for students • Contact with other professionals	• The way that national governments work for the betterment of English teachers' status • The range of professional in-service courses and programmes • Support offered to EFL teachers • Image of EFL teachers in the media
Colombia	• Recognition received from students • Recognition in society and community • Teamwork with other teachers	• The way the government works for the betterment of status • Support offered to EFL teachers • The salary
Mexico	• Recognition by students, parents and the community • Contact with other ELT professionals • Work with colleagues	• The behaviour of government towards EFL teachers • Lack of support for in-service EFL teachers • Salary • Lack of opportunities for advancement • School infrastructure • The image of ELT
Kuwait	• Recognition from students and school • Benefits • Official working hours • Salary • Status in society	• Image in the media • Government support • Receiving clear guidelines, rules and procedures

Country	Best aspects of ELT	Worst aspects of ELT
The UAE	• Recognition • Work environment • Benefits • Contact with other professionals • Salary	• Government support for language teachers • Promotion • Lack of guidance
Rest of the GCC	• Salary • Recognition • Benefits • Responsibility for students • Contact with other professionals	• The image • The behaviour of national governments towards language teachers • The support offered

In Table 10 it seems that teachers from all countries like recognition and believe that contact with other professionals is important, except in Kuwait. However, in the ME salary and benefits are also cited as being important, confirming that this is indeed a factor in attracting NS teachers because of a belief in the superiority of their abilities (Llurda, 2005). Meanwhile, in LA, teachers are unhappy with the salary they receive and their perceived status in the community, although tenure is important. In terms of what teachers do not like about their jobs, every country seems to agree that there is a problem with recognition of status and that support for the profession at government level needs to be improved. This is also reflected in the comments about image, promotion and the lack of guidance, perhaps identifying a key issue in the ELT profession worldwide. It is also interesting to note that, despite the fact that there would appear to be significant differences between NS and NNS (Miyazato, 2009), teachers do have problems in TESOL and their perceived frustrations seem to lie in the same areas. The majority of teachers in both LA and the ME seem to have entered the profession because they love English and feel committed as agents of change in society, but a much smaller percentage report actual job satisfaction. In LA, this is perhaps because a major motivation is the relative ease of the recruitment process, and the stability represented by a job in ELT, which outweighs the need for job satisfaction. However, in the ME it could perhaps be linked to the fact that well qualified teachers are working with students whose achievement is perhaps at a lower level than they are used to, or had anticipated (Boyd et al., 2005).

One factor which might have been perceived to differ between LA and the ME, that of class size and composition, does not seem to feature in the data set, as in both regions teachers report having relatively heterogeneous classes in terms of language abilities.

7.3 The research process

This has been an extremely interesting project and we have all learnt a great deal about the research process. It would have been useful to have a larger sample size, although this would have involved encouraging participation via official channels, which would probably have had a significant impact on results. However, it would also be useful in the future to expand the questionnaire internationally in order to collect data from a number of countries, rather than concentrating on just a few, in order to discover whether or not the opinions expressed by our regional participants link with those of English language teachers internationally.

Secondly, the perceived lack of response from ELT professionals in the ME and Colombia was initially attributed to research fatigue (Clark, 2008), as a relatively small pool of teachers is consistently approached to provide data for a wide range of research projects, which can be difficult to maintain for those who have demanding jobs and busy lives. However, bearing in mind that the majority of ME participants were employed in tertiary education, a questionnaire in Arabic might have been useful to encourage responses from primary and secondary teachers. Although it is usually a recruitment condition that English language teachers in the ME have a higher qualification in the subject, this may not necessarily have been the case.

Finally, it would be useful to extend participant interviews. During the research process this was not always possible, due to time and distance constraints, while there was insufficient space to cover interview content in greater detail. However, many of the comments made at this stage were salient and interesting, and would benefit from further review.

8

Conclusion

This paper describes a qualitative research project, but, even though we received approximately 900 questionnaire responses, this is only a minute percentage of the total number of English language teachers working in the countries surveyed. We are not therefore arguing that the sample is truly representative of all the teachers in all countries, but that it gives a significant insight into the way that teachers are recruited, provided with in-service education and retained in the countries and regions surveyed.

This research has asked teachers to explore their private and professional selves (Moore, 2004) and to reflect on the way that they view themselves and their teaching contexts. Our aim has been to discover how teachers are recruited, whether they are provided with in-service training/PD and investigate the reasons why they stay in the profession, in terms of their expectations and the way that they have been realised.

The most interesting finding seems to be that, despite the fact that the two regions studied are on opposite sides of the world and teachers are predominantly NNS (in LA) and NS (in the ME), there seem to be a lot of commonalities between them. Miyazato (2009) refers to the native-speaker fallacy in operation in ELT, where there is a perception that NS is best. However, in any context where NNS teachers operate, they also have cultural power, which offsets the linguistic power of the NS teachers. Thus the data gathered in this project seems to indicate that the only major significant differences between the two are the way in which English language teachers are recruited, the salary and benefits that they receive and their stability of tenure; with these exceptions, the two regions seem to have much in common.

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Appendix A: A comparative study of English language teacher recruitment, in-service education and retention in Latin America and the Middle East

This questionnaire forms part of a large-scale international study of English language teaching (ELT) in Brazil, Colombia, Mexico and the Gulf Cooperation Council (GCC) states in the Middle East. Information about employment and professional development is being collected from English language teachers at all levels, preschool, primary, secondary and tertiary, and we are particularly interested in the experiences of teachers in the public sector, as this is where most ELT professionals work. This data is being collected in order to understand who English language teachers are and why they teach English, which has important implications for the continuing growth of the profession. The researchers are all experienced teachers and academics and work for universities in Brazil, Colombia, Mexico, Kuwait, the UAE and the UK.

Your personal details will not be shared with anyone outside the study and your participation will remain anonymous: by completing this questionnaire you show your acceptance of these terms. If you would like to take part in the interview stage which comes next, there is an opportunity to volunteer for this at the end of the questionnaire. Again, any interview data you provide will be anonymous.

This questionnaire should not take too long to complete and your progress is shown at the end of each section. Many of the questions are multiple-choice, while others need short written answers. A few questions will ask you to provide comments. The information you provide is extremely important for the future of the English language teaching profession internationally, so if you have any friends or colleagues that you think would be interested, please let them know about this survey.

Thank you very much for your participation – it is much appreciated!

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Section 1: personal details

1. Country of residence:

2. Nationality (if different):

3. Country of birth:

4. What is your gender?

☐ Female

☐ Male

5. What is your age?

☐ 18–20

☐ 21–25

☐ 26–30

☐ 31–35

☐ 36–40

☐ 41–45

☐ 46–50

☐ 51–55

☐ 56–60

☐ 61 or over

6. City/municipality/emirate/governorate where you work:

_____

7. Type of school where you teach English (mark as many as apply to you):

☐ Pre-school

☐ Elementary school

☐ Middle/high school

☐ University/college

☐ Technical school

☐ Language school

☐ Other (please specify)

_____

8. Approximate salary per month in your local currency:

9. Marital status:

☐ Single

☐ Married

☐ Divorced

☐ Widow/widower

☐ Other (please specify)

10. Number of children (if applicable):

11. What languages do you speak?

12. How would you describe your level of English?

☐ Beginner

☐ Lower intermediate

☐ Upper intermediate

☐ Near native speaker

☐ Native speaker

13. Do you use English outside the school environment? If you choose yes, where do you use it?

Yes

No

Teaching profile

14. Total years of teaching experience:

☐ Less than a year

☐ 1 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ 16 to 20 years

☐ 21 to 25 years

☐ 26 to 30 years

☐ 31 to 35 years

☐ More than 35 years

15. Years of teaching experience as an English teacher (if you began teaching English at a later stage):

☐ Less than a year

☐ 1 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ 16 to 20 years

☐ 21 to 25 years

☐ 26 to 30 years

☐ 31 to 35 years

☐ More than 35 years

16. Qualifications – undergraduate degree:

Field:

Obtained in year:

Name and country of institution:

17. Qualifications – master's degree:

Field:

Obtained in year:

Name and country of institution:

18. Qualifications – doctoral degree:

Field:

Obtained in year:

Name and country of institution:

19. Qualifications – specialisation:

Field:

Obtained in year:

Name and country of institution:

20. How long have you worked in your current job?

21. Is your school/college/university in a town or the countryside?

22. Number of teaching hours per week:

23. Number of classes per week where you teach English:

24. Average number of students per class:

25. Do the learners in your English classes have the same language or age level?
Comments can be added.

Yes:

No:

26. Do you do the same content preparation for all your English classes?
Comments can be added.

Yes:

No:

27. Approximately how many hours of preparation do you do per week?

28. What teaching resources and aids are available in your school? Mark all that apply:

☐ Dedicated classroom

☐ Access to the internet

☐ Computer room

☐ Games

☐ Flashcards

☐ Television

☐ Projector OHP/visualiser

☐ Textbooks

☐ Photocopies

☐ Tape/CD player

☐ DVD player

☐ Dictionaries (online or paper)

☐ Computer program licences. What programs?

☐ Individual tablets/laptops

☐ Other (please specify)

Section 2: teacher recruitment in the public/government sector

These questions are for English language teachers who work, or have previously worked, in the public or government sector, and your answers can be brief.

*If you have not worked in the public sector, please move on to **SECTION 3**, question **34**.*

29. What is or was your most recent public or government sector English language teaching job?

30. Did you have to apply for this job as an English teacher? If not, why?

31. What qualifications helped you to get your current job?

32. Did you have a job interview? If so, do you remember what questions you were asked?

33. Did you need to provide an English language certificate or proficiency test to get this job? If so, which one (e.g. CELTA, COTE, IELTS, TOEFL)?

Section 3: ELT in-service training and professional development

In this section we would like you to think about the training you have received in your current or most recent job. If you are no longer teaching English, we would like you to think about your last English language teaching job.

34. Are you currently teaching English in the public sector?

35. If you answered 'no' to question 34, what is the reason?

36. Approximately how many in-service English language teacher professional development sessions offered by your workplace have you attended since you started this job? A session can be either a single presentation, a lecture related to ELT, or an in-service training day.

☐ No training

☐ 1 training session in total

☐ 2 training sessions in total

☐ 3 or more sessions in total

☐ 3 or more sessions per year

37. What kind of English language teacher/professional development opportunities are/were available to you?

☐ Training provided by the government or ministry of education

☐ Training provided by visiting experts (including conferences and publishers)

☐ Training provided by staff in your own school, college or university (peers)

☐ Online training, self-paced training and/or webinars

☐ None

38. Are you a member of any professional English language teacher organisations (e.g TESOL, IATEFL)? If your answer is yes, please name them.

Yes:

No:

39. When development/training sessions are available, are you required to attend them?

☐ Yes

☐ No

☐ Sometimes

40. When you do not attend training or professional development sessions, what are the reasons?

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41. When you go to training/development sessions, do you have to provide proof of attendance?

☐ Yes

☐ No

☐ Sometimes

42. Please list the training and/or professional development sessions you can remember that you have attended most recently (up to 3 years):

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43. How useful do you think in-service training/professional development courses have been during your career?

☐ Not useful at all ☐ Not very useful ☐ Neutral ☐ Slightly useful ☐ Very useful

44. Which were your favourite sessions? Why?

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45. Which sessions did you like least? Why?

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46. If there are any courses that you would like to attend in the future, please write your answers in the boxes: some examples have been provided.

Language needs (e.g. reading, writing, grammar, vocabulary):	
Pedagogic needs (e.g. methodology, teaching language skills):	
Literacy needs (e.g. information literature, technology, computer):	
Other needs (e.g. classroom management, student behaviour):	

Section 4: teacher retention and job satisfaction

In this section we would like to know what motivates you and what you enjoy about your work.
(The questions have been adapted from a survey by Karavas, 2010*)

47. What were your main reasons for entering the teaching profession? Mark more than one if appropriate: you can add comments if you wish.

- [ ] Working with young people
- [ ] Salary and benefits
- [ ] Job security
- [ ] Teaching fitted in with my lifestyle/family situation
- [ ] Variety in teaching
- [ ] Mentally stimulating work
- [ ] Love for English
- [ ] Promotion prospects
- [ ] Contributing to society
- [ ] Status of the profession
- [ ] Potential to change students' lives/attitudes
- [ ] Family approval
- [ ] Lack of other available job opportunities
- [ ] Other (please specify):

48. What were your expectations when you started working as an English language teacher?

49. Below are some statements about factors which affect English language teacher motivation. Please read and mark each row to show how satisfying you find these factors in your current job.

	Very satisfying	Satisfying	Neutral	Dissatisfying	Very dissatisfying	N/A
The amount of recognition you receive for your efforts from people in your school	☐	☐	☐	☐	☐	☐
The amount of recognition you receive for your efforts from parents and your community	☐	☐	☐	☐	☐	☐
The amount of recognition you receive for your efforts from your students	☐	☐	☐	☐	☐	☐
Your status as an EFL teacher in society	☐	☐	☐	☐	☐	☐
Your status as an EFL teacher in your school	☐	☐	☐	☐	☐	☐
The image of EFL teachers as portrayed in the media	☐	☐	☐	☐	☐	☐
The way that educational professional associations work for the betterment of your profession	☐	☐	☐	☐	☐	☐
The way that governments work for the betterment of your status	☐	☐	☐	☐	☐	☐
The range of professional in-service courses/programmes	☐	☐	☐	☐	☐	☐
Support offered to EFL teachers	☐	☐	☐	☐	☐	☐
Your salary	☐	☐	☐	☐	☐	☐
Your opportunities for promotion or advancement	☐	☐	☐	☐	☐	☐
The physical working environment of your school (infrastructure, resources, etc.)	☐	☐	☐	☐	☐	☐
Your benefits (holidays, educational leave, etc.)	☐	☐	☐	☐	☐	☐
Your 'official' working hours (in terms of quantity)	☐	☐	☐	☐	☐	☐

	Very satisfying	Satisfying	Neutral	Dissatisfying	Very dissatisfying	N/A
The responsibility that the teacher has for student education	☐	☐	☐	☐	☐	☐
The ability to carry out projects or implement changes in your institution	☐	☐	☐	☐	☐	☐
Receiving clear guidance, rules and procedures	☐	☐	☐	☐	☐	☐
Having contact with other professionals in the field of ELT	☐	☐	☐	☐	☐	☐
Having the opportunity to work with other teachers as a team	☐	☐	☐	☐	☐	☐

50. Please read the statements below and mark each row to show how much you agree or disagree.

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
School administration supports my efforts to try out new ideas/practices with my students	☐	☐	☐	☐	☐
If I had to do it again, I would still choose to become a teacher	☐	☐	☐	☐	☐
Co-operation with colleagues in my school is rewarding and beneficial	☐	☐	☐	☐	☐
I feel I have job security	☐	☐	☐	☐	☐
My work is affected by national policy changes	☐	☐	☐	☐	☐
I feel that working closely with young people is the most fascinating aspect of my work	☐	☐	☐	☐	☐
My work does not tire me	☐	☐	☐	☐	☐
I feel that my knowledge of English is sufficient for my work	☐	☐	☐	☐	☐

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Extra-curricular activities (school projects, organising school events, etc.) are as stimulating to me as teaching is	☐	☐	☐	☐	☐
I see myself continuing to teach for the rest of my career	☐	☐	☐	☐	☐
Administrative meetings at school are usually helpful in solving teachers' problems	☐	☐	☐	☐	☐
I feel total commitment to teaching	☐	☐	☐	☐	☐
I believe that my teaching environment is very important	☐	☐	☐	☐	☐
Teaching increases my self-esteem	☐	☐	☐	☐	☐
I feel my workload (teaching and administrative work) is just right	☐	☐	☐	☐	☐
Student discipline problems do not affect my motivation and enthusiasm for teaching	☐	☐	☐	☐	☐
I feel that I can deal effectively with the problems of my students	☐	☐	☐	☐	☐
Teaching does not stress me	☐	☐	☐	☐	☐
I feel that I have positively influenced students' lives through my teaching	☐	☐	☐	☐	☐
I do not feel burned out by my work	☐	☐	☐	☐	☐
My students' low motivation levels do not cause problems	☐	☐	☐	☐	☐
My school provides a collegial, supportive environment for me to work in	☐	☐	☐	☐	☐
I find my work mentally stimulating	☐	☐	☐	☐	☐

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Students' attitude problems (misbehaviour in class, lack of interest in the subject, etc.) do not affect the quality of my teaching	☐	☐	☐	☐	☐
It is the teacher's responsibility to improve learning outcomes	☐	☐	☐	☐	☐
The professional development programmes I am offered fulfil my needs	☐	☐	☐	☐	☐

51. Overall, have your expectations about English language teaching been realised? Yes, or no? Why?

52. If you have more to say and would like to take part in a short research interview for this project, please include your name, country and an email address below. This personal information will be kept securely and will not be included in the data collected. Thank you.

Name

Country

Email address

Phone number

*Reference
Karavas, E (2010) How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers. *Porta Linguarum* 14: 59–78.

Appendix B: Teacher interviews

A recorded semi-structured interview/focus group lasting a maximum of 20 minutes and covering the following:

Open question for everyone:

1. This is a large survey – what was your interest in completing it and what would you like to say about this topic?

Remaining questions to cover the following topics:

2. Do your learners attend private language schools to get additional tuition?

3. How would you compare teachers in public and private schools?

Recruitment in the public sector:

4. What are your feelings about the current recruitment processes for English teachers in your country?

Professional development:

5. How would you describe the way your school/regional/national government assists English teachers in professional growth?

6. What do you think are the benefits of taking part in professional development?

7. How do you feel about your own professional development experiences – have they helped you in your English language teaching career?

Retention:

8. What are the main challenges you face in your job?

9. Why have you remained in the English-teaching profession?

10. Do you know any English teachers in the public sector who have left the profession? What are the main reasons they give for doing this?

11. *Finally, is there anything that you would like to add to this discussion?*

Appendix C: Questions for supervisors

1. Can you please describe your teaching context? Where and what type of students do you teach? How big are your classes?

Recruitment

2. What is your opinion about the new English teachers entering the teaching force?

3. Do you think the recruitment processes for English teachers are adequate?

4. From the current legislation to hire English teachers, is there anything you would change?

5. *(If applicable) Where do your English teachers come from?*

Professional development

6. What are the main professional needs these English teachers have?

7. What do the school/local/national government do to help them in their professional growth?

Retention

8. What are the main challenges these teachers face in their jobs?

9. Why do you think English teachers remain in the public service teaching English in schools even if they report so many challenges?

10. Do you know about English teachers in the public sector that leave the profession? What are the main reasons they give to do that?